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ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts which do not have curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains reading curriculum materials for grades K-3. The objectives listed are correlated to the Goals for Washington Common Schools and to broad K-12 reading program goals. The arrangement of information is designed to allow districts to personalize the curriculum materials to meet their own educational programs. The format consists of a sequential list of student learning objectives related to a specific area of the reading curriculum, followed by pages which feature one or more of those objectives and which include activities, monitoring procedures, and possible resources to be used in teaching the objectives. Suggested grade placement of the objectives and activities is indicated, and, where applicable, the relatedness of an objective to other curriculum areas is shown. Reading scope areas for grades K-3 include word recognition skills (visual discrimination, auditory discrimination, phonetic analysis, structural analysis), vocabulary, comprehension (punctuation, literal, interpretive, evaluation, appreciation), oral and silent reading, and study skills (following directions, alphabetizing and dictionary skills, parts of books and newspapers, and library). (CM)

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September 1977

SMALL SCHOOLS

READING CURRICULUM

K-3

Reading • Language Arts • Mathematics • Science • Social Studies

Dr. Frank B. Brouillet, State Superintendent of Public Instruction,
Olympia, Washington

RC012834

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SMALL SCHOOLS

READING CURRICULUM

K-3

Scope

Objectives

Activities

Resources

Monitoring Procedures

June, 1977

This is a publication of the Curriculum and Instruction Division
of the Superintendent of Public Instruction, Olympia, Washington

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APPRECIATION

Many educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

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and Resources.............................(See Reading Scope) xv

INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional, and state. Forty primary teachers and ten elementary principals from small districts in Snohomish and Island Counties (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School), developed and sequenced student learning objectives for grades kindergarten through third in five curriculum areas: reading, language arts, mathematics, science and social studies. Suggested activities, monitoring procedures and possible resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals.

On the following pages you will find the Small Schools Reading Curriculum Materials for grades kindergarten through third. Included are student learning objectives, suggested activities, suggested monitoring procedures and possible resources. These materials were developed during 1975-76, and were piloted during the 1976-77 school year in more than twenty small districts within the state. Pilot districts included the districts which originally developed the materials, as well as Methow Valley, Chelan, Entiat, Orondo, Leavenworth, Peshastin-Dryden, Washtucna, Wahluke, Royal City, Wilson Creek, Othello and Quincy. Personnel from ESD's 189 and 171 assisted with the implementation of the pilot materials by providing regional organization, coordination, technical assistance and secretarial services. Data collected from the pilot districts were used to modify the materials in preparation for publication and statewide distribution.

Original funding for the project was made available through a Title IV, Part C, grant awarded to the Lake Stevens School District. Technical assistance in the development of the winning proposal was provided by ESD 189 and SPI. Since November, 1975 funds for the project have been made available through the budget of the Superintendent of Public Instruction, Division of Curriculum and Instruction. ESD 189 and the office of the Superintendent of Public Instruction have worked cooperatively to provide participating districts with curriculum assistance, organization leadership, editorial services and the publication of materials. Curriculum Specialists from Washington colleges, universities, and local school districts also assisted with the development of materials.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff, and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See page of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

Accompanying the Small Schools curriculum books are resource assessment booklets for reading, language arts and mathematics, grades K-3. Within each assessment booklet test items are provided for a selected number of Small Schools objectives. The suggested test items may be used directly by teachers to assess student performance, or they may serve as models for other test items to be developed by the classroom teacher.

Another booklet containing only the Small Schools objectives is available. This booklet contains objectives for reading, language arts and mathematics, grades K-8, and for science and social studies, grades K-3. Also within this booklet are the program goals and the scope for each curriculum area .

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This Law requires districts to identify student learning objectives and to evaluate each student's performance related to the attainment of the objectives.) Contained within this book are many more objectives than any district would choose to identify as their SLO objectives. In order to provide districts with assistance in identifying objectives which might compose their SLO list, selected objectives are marked with an asterisk (*). These objectives have been selected with the understanding that they serve only as a model when using the Small Schools materials in helping district personnel meet the requirements of the SLO Law.

For more information concerning the SLO Law, see the Handbook for School District Implementation of the Student Learning Objectives Law available from the office of the State Superintendent of Public Instruction.

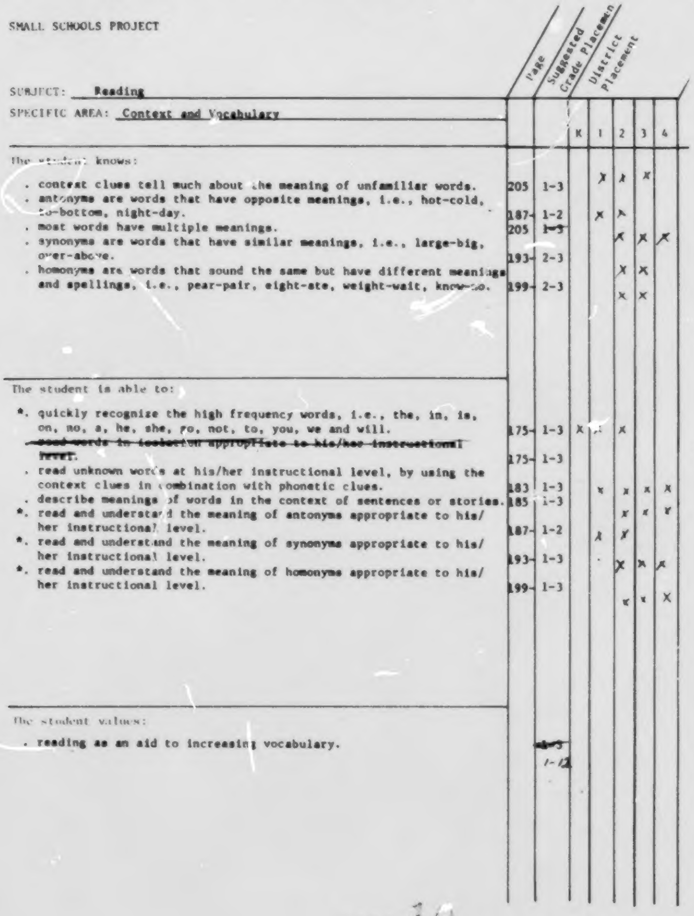
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT

SUBJECT: Reading

SPECIFIC AREA: Context and Vocabulary

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. context clues tell much about the meaning of unfamiliar words.	205	1-3		X	X	X	
. antonyms are words that have opposite meanings, i.e., hot-cold, to-bottom, night-day.	187-	1-2		X	X		
. most words have multiple meanings.	205	~~1-3~~			X	X	X
. synonyms are words that have similar meanings, i.e., large-big, over-above.	193-	2-3			X	X	
. homonyms are words that sound the same but have different meanings and spellings, i.e., pear-pair, eight-ate, weight-wait, know-no.	199-	2-3			X	X	
The student is able to:							
*. quickly recognize the high frequency words, i.e., the, in, is, on, no, a, he, she, go, not, to, you, we and will.	175-	1-3	X	X	X		
~~read words in isolation appropriate to his/her instructional level.~~	175-	1-3					
. read unknown words at his/her instructional level, by using the context clues in combination with phonetic clues.	183	1-3		X	X	X	X
. describe meanings of words in the context of sentences or stories.	185	1-3			X	X	X
*. read and understand the meaning of antonyms appropriate to his/her instructional level.	187-	1-2		X	X		
*. read and understand the meaning of synonyms appropriate to his/her instructional level.	193-	1-3			X	X	X
*. read and understand the meaning of homonyms appropriate to his/her instructional level.	199-	1-3			X	X	X
The student values:							
. reading as an aid to increasing vocabulary.		~~1-3~~ 1-12					

Format, continued

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and possible resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education, and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows the consonant letter-sounds.
B. The student is able to associate a consonant sound with the letter name.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Suggested Resources
Title: Mystery Man **Group Size:** small group **Materials:** objects found in the classroom **Procedure(s):** . Students stand in a circle with their eyes closed and hands behind their backs. One student goes around the outside of the circle and puts an object in another student's hand. The student feels the object, identifies it and gives the beginning sound (ball, top, pencil, etc.). **Title:** Clapping Game **Group Size:** small group, entire class **Materials:** **Procedure(s):** . Teacher pronounces several words which begin with a certain consonant sound. The students clap when they hear a word that begins with the correct sound. . Variations: Instead of clapping, raise hand, stand up, show a card with the letter, say letter name, use puppets and have them respond. . Students name the letter the word begins with. **Title:** Feed Freddy **Group Size:** individual, small group **Materials:** tagboard, box, sack **Procedure(s):** . Make a chart or decorate a box to resemble Freddy Frog (or some other animal). Magazine pictures or small objects may be "fed" to Freddy by placing in opening (slot or pocket). On certain days, Freddy will eat only things that begin with a certain letter sound.	The teacher gives each student small cards with letters printed on them. One card for each letter-sound to be tested. The teacher says a different word for each student and the student shows the appropriate letter card. The teacher should have a checklist and check off the letter-sound each student knows. The teacher pronounces two words for the student and asks which word starts with a particular letter-sound. Example: Which word begins with the sound of "d"? does - man	Lippincott, Basic Reading Book A, Supplementary Lesson Claire Willard - Bellevue School District Activities for Learning Letters & Sounds Curriculum Bulletin - Edmonds School District Any teacher's guide Listen & Do Consonants cassettes & dittos **District Resources**

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objective

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do, and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Definition of Format Terms
continued

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher-made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

READING PROGRAM GOALS
(K-12)

1. The student desires to read and through self-initiative, seeks out reading for pleasure and knowledge.

2. The student develops a functional reading level to satisfy personal, social, educational, environmental and vocational needs and interests.

3. The student possesses word recognition skills (visual discrimination, auditory discrimination, phonetic analysis and structural analysis) necessary to read.

4. A. The student's vocabulary is expanded through involvement in reading.

   B. The student possesses an appreciation for the power of words and proficiency in the use of words.

5. The student possesses listening skills necessary for development in reading.

6. The student possesses comprehension skills necessary to understand, interpret, evaluate and respond to printed materials when reading both orally and silently.

7. The student possesses study skills necessary to satisfy personal, social, educational, environmental and vocational needs and interests.

READING
SCOPE (K-8)

I. WORD RECOGNITION SKILLS

A. Visual Discrimination -- K-2 1
B. Auditory Discrimination -- K-1 27
C. Phonetic Analysis 41
  . Consonants -- K-3 Emphasis -- 4-8 Maintenance 43
  . Vowels -- 1-3 Emphasis -- 4-8 Maintenance 81
D. Structural Analysis 113
  . Rhyming Endings or Phonograms -- 1-3 115
  . Syllables -- 1-3 Emphasis -- 4-8 Maintenance 121
  . Compound Words -- 1-3 Emphasis -- 4-8 Maintenance 133
  . Root Words -- 1-3 Emphasis -- 4-8 Maintenance 143
  . Inflected Endings -- 1-3 Emphasis -- 4-8 Maintenance 143
  . Prefixes -- 2-3 Emphasis -- 4-8 Maintenance 151
  . Suffixes -- 2-3 Emphasis -- 4-8 Maintenance 147
  . Contractions -- 1-3 Emphasis -- 4-8 Maintenance 163

II. VOCABULARY

A. Context and Vocabulary -- K-3 173
B. General -- 4-8 ....
C. Root Words, Prefixes, Suffixes -- 4-8 ....

III. COMPREHENSION

A. Punctuation -- 1-8 207
B. Literal -- K-8 221
C. Interpretive -- K-8 239
D. Evaluation -- K-8 267
E. Appreciation -- K-8 277

IV. ORAL READING, SILENT READING -- 1-8 285

V. STUDY SKILLS

A. Following Directions -- K-3, maintained throughout 299
B. Alphabetizing and Dictionary Skills -- K-8 313
C. Parts of a Book -- K-8 335
D. Parts of a Newspaper -- K-3 353
(Including production and distribution of a newspaper.)
E. Library -- K-3 383
F. Locating-Reference/Library -- 4-8
G. Locating-Reference/Encyclopedia -- 4-8
H. Organizing-Outlining, Note Taking, Report Writing -- 4-8
I. Retention -- 4-8

VI. READING IN THE CONTENT AREAS -- 4-8

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the original document was blank.

SMALL SCHOOLS PROJECT

SUBJECT: Reading

SPECIFIC AREA: Word Recognition Skills: Visual Discrimination

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the relative spacial positions, i.e., left, right, top, bottom, front, back, over, under, on, up, down, between	3-	K-1					
. correct directionality when reading and writing; left to right, top to bottom.	7	K-1					
. relative sizes, i.e., large-small, big-little, tall-short.	9	K-1					
. picture clues are important to understanding the written text.	25	K-2					
The student is able to:							
*. identify relative spacial positions, i.e., left, right, top bottom, front, back, over, under, on, up, down, between.	3-	K-1					
. locate the positions left, right, top, bottom on paper. (blank sheet and printed page)	3-	K-1					
. progress from left to right and from top to bottom when reading or writing.	7	K-1					
*. distinguish objects according to their size.	9	K-1					
*. identify colors: red, yellow, blue, green, orange, black, brown, purple.	11-	K-1					
. match color words with appropriate colors.	11-	K-1					
. use visual memory to retain and predict a visual pattern of letters, shapes, numbers.	15-	K-1					
*. distinguish likenesses and differences in pictures, letters and words.	15-	K-1					
*. recognize and name the capital and lower case letters of the alphabet.	19-	K-1					
. use picture clues to understand a story.	25	K-2					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows the relative spacial positions, i.e., left, right, top, bottom, front, back, over, under, on, up, down. B. The student is able to identify relative spacial positions, i.e., left, right, top, bottom, front, back, over, under, on, up, down, between. C. The student is able to locate the positions left, right, top, bottom, on paper (blank sheet and printed page).

Related Area(s) Physical Education, Mathematics

State Goal	1
District Goal	
Program Goal	2,3

Suggested Activities: Grade(s) K-1

Title:
Group Size: entire class, small group
Materials: objects, students lined up, pictures.

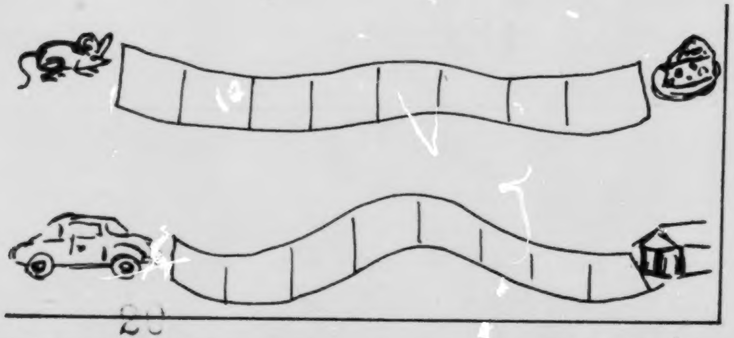
Procedure(s):

- Count or name students, objects or pictures, etc., always going from left to right.

Title: Mouse Game
Group Size: entire class, small group
Materials: game boards or dittos, buttons or markers

Procedure(s):

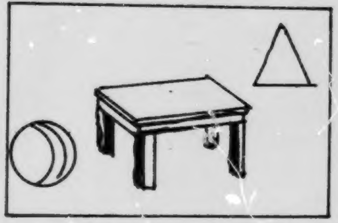
- Give the students buttons or some other markers. Teacher bounces a ball (or claps hands) 2 or 3 times. Students move their markers or buttons that many spaces on the game. Students must always move from left to right. Mouse to cheese, car to garage, etc.



Suggested Monitoring Procedures

The teacher has a checklist with students' names on it and informally moves about testing each student's understanding of positions by asking student to place objects in relative positions, i.e., put the pencil on top of the book.

Design a test sheet and have students follow directions given orally by the teacher as they mark the sheet, i.e.,



1. Mark an X on the left of the page.
2. Draw a circle over the table.
3. draw a square under the table.

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading, Herr, 1972

Boehm Test of Basic Concepts, The Psychological Corporation, 304 East 45th St., New York, N.Y. 10017

Film: "In, Out, Up, Down, Under, Over, Upside Down", Audio-Visual Services, University, Park, Pa.

Films: 8mm Sound Loop: "Read the Pictures No. 1 - Left-Right Scanning, "Read the Pictures No. 2 - Left-Right Scanning", The Learning Corporation of America

District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources

Title: Flag Salute
Group Size: entire class
Materials: flag

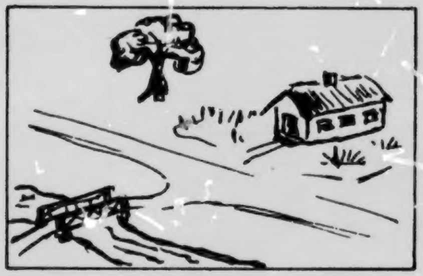
Procedure(s):

- Saying the flag salute will develop awareness of left and right (right hand on left side of body).

Title: Come Along for a Walk
Group Size: entire class
Materials: work sheet

Procedure(s):

- Have students follow the directions by following where to go on the worksheet with a finger or a pencil.



Go over the river
Sit under the tree
Go in the house
Sit on the grass
etc.

Title: Playground
Group Size: entire class
Materials: playground equipment.

Procedure(s):

- Practice use of directions and positions through physical activities in the classroom or on the playground or in physical education. "Stand behind the swing," "Climb up the slide," "Crawl over the log."

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows the relative spacial positions, i.e., left, right, top, bottom, front, back, over, under, on, up, down. B. The student is able to identify relative spacial positions, i.e., left, right, top, bottom, front, back, over, under, on, up, down, between. C. The student is able to locate the positions left, right, top, bottom on paper (blank sheet and printed page).

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s) Physical Education, Mathematics

Suggested Activities: Grade(s) K-1

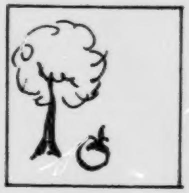
Title: Prepositional Phrases
Group Size: entire class, or small group
Materials: chalkboard, chalk, ditto page

Procedure(s):

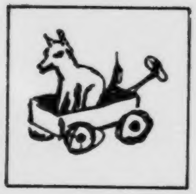
- Divide the chalkboard into squares. In each square, write three prepositional phrases.
- Draw a picture in each square which correctly illustrates one of the prepositional phrases written there.

Examples:

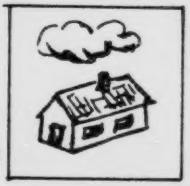
in a tree
on a tree
under a tree



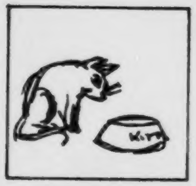
by a wagon
in a wagon
over a wagon



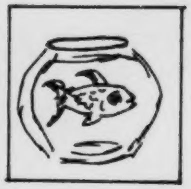
on a house
over a house
under a house



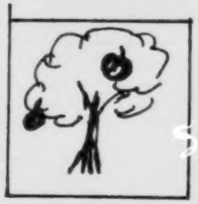
by a dish
in a dish
on a dish



in a bowl
on a bowl
by a bowl



over a tree
on a tree
under a tree



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Basic Concepts for Learning, Wise Owl Publications, Los Angeles, CA. 90028

Film: "In, Out, Up, Down, Under, Over, Upside Down", Audio-Visual Services, University Park, Pa.

Films: 8 mm Sound Loop: "Read the Pictures No. 1 and No. 2 - Left-Right Scanning", The Learning Corporation of America

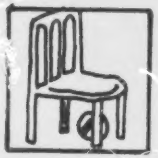
District Resources

Suggested Activities: Grade(s) K-1

under a chair

on a chair

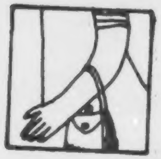
by a chair



over an arm

by an arm

on an arm



- Have the students choose underline phrase to explain the picture.
- Variations:
- Have the students draw their own two items and a phrase explaining the relationship of the two positions.
- Have the students draw an object in a specific position as directed: "Draw an apple under the tree."

Extensions:

- Pictures can contain moveable objects, i.e., apple, cloud, dog, fish, etc. Students then paste or clip objects in appropriate positions as teacher calls out prepositional phrases orally.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

State Goal	1
District Goal	
Program Goal	2,3

Student Learning Objective(s) A. The student knows correct directionality when reading and writing: left to right, top to bottom. B. The student is able to progress from left to right and from top to bottom when reading or writing.

Related Area(s) Mathematics-Geometry

Suggested Activities: Grade(s) K-1

Title: Write Right
Group Size: small or large group
Materials: squared paper, pencils or crayons

Procedure(s):

- Teacher directs children to place pencil at a dot located on upper left-hand corner of the paper. The student follows oral directions given by the teacher and draws lines accordingly.
  Example: "Move two squares to the right; move one square down; move one square to the right." Always begin on top, left, and follow correct writing order.

Title: Left to Right Movement
Group Size: large group
Materials: overhead projector (chalkboard), large paper, crayons

Procedure(s):

- Teacher demonstrates movement in the air (back to children). Students imitate movement.
- Teacher demonstrates on overhead (or chalkboard) left to right movement making a variety of lines, — · — · —; eeeeee, cccccc; ∿∿∿∿, etc. Students copy line movement on paper.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Films - 8mm Sound Loop: "Read the Pictures No. 1 and No. 2, Left-Right Scanning", The Learning Corporation of America

District Resources

Suggested Activities: Grade(s) K-1

Suggested Monitoring Procedures

Possible Resources

Title: Reading Direction
Group Size: individual, small group
Materials: reading books, markers

Procedure(s):

- Teacher directs students to place marker under the first line; then asks, "What is the fourth word in line one?"
- Continue reading words from the page, practicing left to right, top to bottom progression. (Use of a marker recommended at this stage of development.)

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows relative sizes, i.e., large-small, big-little, tall, short. B. The student is able to distinguish objects according to their size.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s) Math - Measurement, Science

Suggested Activities: Grade(s) K

Title:
Group Size: entire class
Materials: objects in room (chairs, desks, etc.)

Procedure(s):

- Line up students' objects in the rooms (chairs, pencils, etc.) according to size. Have the class discuss sizes.

Title:
Group Size: entire class
Materials: chalkboard, paper, pencil

Procedure(s):

- Group discussion of largest thing I know: smallest things I know. Put list on board or chart and illustrate. Draw picture of family or other persons or animals, lining them up according to size.

Title:
Group Size: small group
Materials: property blocks of varying sizes

Procedure(s):

- Give each student several property blocks of various sizes. Ask them to select the smallest, the largest, etc. Have them arrange the blocks in order from smallest to largest.

Suggested Monitoring Procedures

Teacher sets up a display containing several objects of various sizes. Students are taken individually and asked to arrange according to size. The teacher keeps a record of those who are able to complete the task.

Possible Resources

Teacher's Manual - District Adopted material

Property Blocks - Judy Company (see Washington School Supply catalog)

Film: "Big is Lots of Things", Allan King Associates

Duplicating Master: "Let's Match Lines and Shapes", The Instructo Corporation

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources

Title:
Group Size: small group
Materials: pictures of objects (bush, an apple tree, an evergreen tree, a trike, a bike, a motorcycle, a watch, a clock, a grandfather clock).

Procedure(s):

- Have the student place the pictures according to size on the chalk tray.
- Estimation - gives practices in visually estimating the size of a specific geometric shape.
- Each student needs a game board (no two are the same) and an envelope of size shapes identical to those on game cards. Student in charge draws shape out of envelope. Other students look to see if they have that size shape on their game card. If they have a match, they get three beans for correct response. If incorrect, they forfeit two beans. First to cover board wins.

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to identify colors: red, yellow, blue, green, orange, black, brown, purple. B. The student is able to match color words with appropriate colors.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s) Art, Environmental Education

Suggested Activities: Grade(s) K-1

Title: Color Cards
Group Size: entire class, small group
Materials: color cards

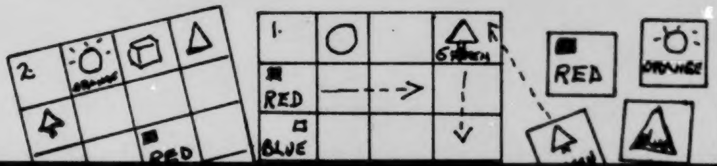
Procedure(s):

- Each student is given a color card. The teacher holds up a color and asks, "Who is wearing a shirt or dress this color?" "Can you find other things in the room that are this color?" "What is the name of this color?" "Hold up your card if it is this color."
- Each student has a color card. One student holds up a card and says, "I am thinking of something that is this color." Student who guesses correctly becomes "it."

Title: Color and Shape Game
Group Size: small group, pair
Materials: game board, markers, cards which indicate shape and color

Procedure(s):

- Each player has a game board and nine blocks or other markers.
- Players take turns drawing cards which indicate a shape and a color. Example: If player with game card one draws a blue triangle, he/she may place a marker on the appropriate space. Winner is first one to complete a row across (or down, or entire card).

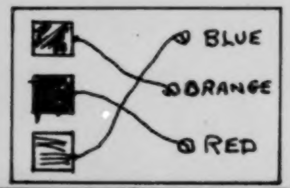


Suggested Monitoring Procedures

(Individual) A duplicate set of colored circles is made. One set is placed on a table, the other set is given to the student. The student is asked to place the circles he/she is holding onto the circles on the table which are the same. As students do this they are to name the colors. The teacher keeps a record of the colors students can match and the ones yet to be learned.

Students are given a sheet folded into sections. The students are asked to color red in the first square, blue in the second square, etc.

Wall chart or game board or individual cards. Student is to connect colored squares to colored words with lengths of shoelace. A hole is punched by the colored name.
Example:



Possible Resources

Teacher's Manual - District Adopted Material

The Great Blueness Hailstones and Halibut Bones, Mary O'Neil, Doubleday Publishers, 1961

Little Blue and Little Yellow, Leon Leonni, Ivan Obdensky Publishers, 1959, New York

Brown Bear, Brown Bear, Martin

My Red Umbrella, Robert Bright, William Morrow and Company

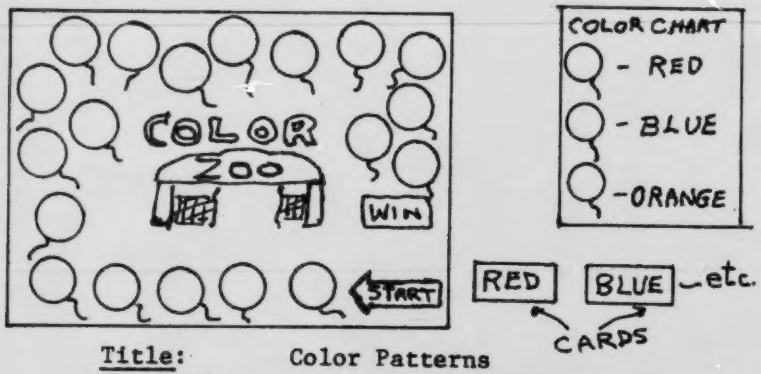
Filmstrip: "Readiness - A Series", RMI Film Productions

District Resources

Suggested Activities: Grade(s) K-1

Title: Recognition of Color Names
Group Size: small group
Materials: game board, word cards (with color word), markers

Procedure(s):
- Markers are placed on Start.
- Players draw a card on which a color word is printed from the pile. The player advances to the next balloon of that color.
- If other player doubts the match, colored deck card is used.



Title: Color Patterns
Group Size: small or large group
Materials: colored beads or blocks

Procedure(s):
- String beads or arrange blocks according to color pattern or according to oral directions

Title: Color Classification
Group Size: large or small group
Materials: shoe boxes, pictures or small objects

Procedure(s):
- Print color name on each shoe box.
- Student sorts objects or pictures into shoe boxes by color.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to identify colors: red, yellow, blue, green orange, black, brown, purple. B. The student is able to match color words with appropriate colors.

State Goal 1

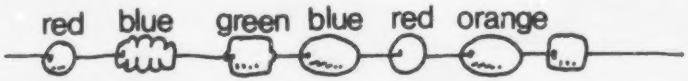
District Goal

Program Goal 2,3

Related Area(s) Art, Environmental Education

Suggested Activities: Grade(s) K-1

Title: Stringing Beads
Group Size: small group
Materials: activity card with visual directions for stringing beads, beads, string



Procedure(s):

- Each student receives an activity card, illustrating pattern of colored beads
- Students look at the card and duplicate the pattern while stringing beads.

Title: Finding Colors
Group Size: small group
Materials: colored paper, old magazines, glue, scissors

Procedure(s):

- Each small group of students receive a 12" x 18" piece of colored construction paper.
- The students look through magazines for pictures which are the same color as the construction paper. They paste the pictures on the paper.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to use visual memory to retain and predict a visual pattern of letters, shapes and numbers. B. The student is able to distinguish likenesses and differences in pictures, letters and words.

Related Area(s) Environmental Education

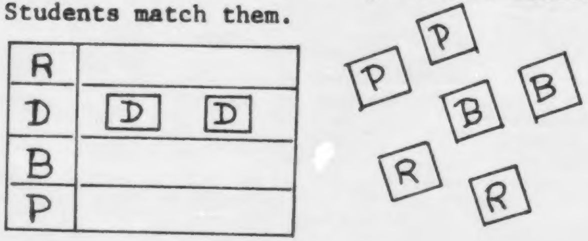
State Goal	1
District Goal	
Program Goal	2,3

Suggested Activities: Grade(s) K-1

Title:
Group Size: small group, pair, individual
Materials: work sheet, cut-out letters pasted on cards

Procedure(s):

- Game board on work sheet. Three letters are cut for each letter used. One letter is pasted on a chart, the other two are pasted on individual cards. Students match them.



Title:
Group Size: small group, pair, individual
Materials:

Procedure(s):

- Students close eyes and try to picture in their minds what teacher says. Example: "A red ball." "Could you see a red ball? How big was it? What was it made of?" etc.

Suggested Monitoring Procedures

Teacher takes student to blackboard and shows the student a card containing a sequence of shapes, letters or numbers and allows student to look at the card for 15 seconds. The card is then taken away and the student is asked to reproduce the sequence.

Simple	More difficult
/ /	/ /
/ AB /	/ abcde /

Using a similar procedure, the teacher shows the student a card on which letters, pictures or words are printed and the student points to the ones which are alike.

/ b t d k l m b b w /

/ this this that this /

Possible Resources

Teacher's Manual - District Adopted Material

Color-Sound Filmstrips:
"Sights and Sounds at School"
"Sights and Sounds at the Supermarket"
"Sights and Sounds at the Birthday Party"
"Sights and Sounds at the Seashore"
McGraw-Hill Films

Filmstrip: "Primary Concepts - A Series", Eye Gate House, Inc.

District Resources

Suggested Activities: Grade(s) K-1

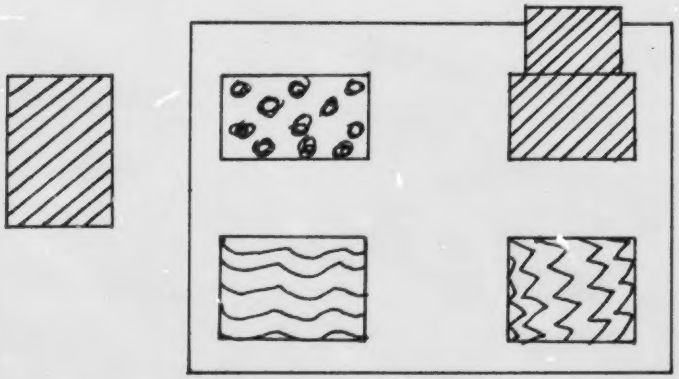
Title:

Group Size: individual

Materials: chart with pockets which have designs pasted on pockets, 2x4 cards with same design as a pocket pasted on it.

Procedure(s):

- Matching on folders on chart with pockets, cloth or wallpaper on wrapping paper with designs on pockets. Similar pieces are pasted on upper half of 2x4 card. Student places card in correct pocket that has the same design as on the 2x4 card. The card with a polka dot design would go into the pocket which has the polka dot design on it.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to use visual memory to retain and predict visual pattern of letters, shapes and numbers. B. The student is able to distinguish likenesses and differences in pictures, letters and words.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s) Environmental Education

Suggested Activities: Grade(s) K-1

Title:
Group Size: entire class, small group, pair, individual
Materials: table, small objects

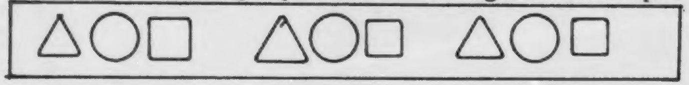
Procedure(s):

- WHAT IS MISSING? (Small or large group) Several small objects are placed on table. Students have time to see them. One object is removed and Students (or one student) tries to determine what is missing.

Title: Pattern Slide Rule
Group Size: individual
Materials: shapes and/or letters pasted on strips of tagboard, piece of plain tagboard

Procedure(s):

- **Pattern Slide Rule** - Use shapes and letters. Put color and shape patterns on tagboard strips.



- Show pattern to student. Have student look at pattern, shut eyes, orally repeat pattern.

ABCC	ABCC	ABCC

Suggested Monitoring Procedures

Possible Resources

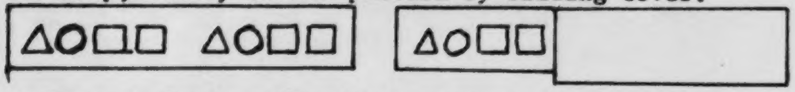
Teacher's Manual - District Adopted Material

Filmstrips: "Primary Reading Program - A Series", 80 filmstrips of 50 frames each, Educational Projections, Inc.

District Resources

Suggested Activities: Grade(s) K-1

- Fold another piece of tagboard to cover pattern strip, slowly reveal pattern by sliding cover.



- Have student predict what next object will be after seeing first pattern.
- Remove pattern. Have student draw pattern on paper strips.

Title: Letter Bingo
Group Size: entire class, small group
Materials: cards with different letters of alphabet on the markers, set of letters for teacher to draw from

Procedure(s):

- LETTER BINGO - Each student has an individual card with different alphabet letters. The teacher draws a letter from single alphabet letters, holds it up, says name of letter. The student may cover that letter on his/her card. The winner is the student who first covers 3 (4) in a row. Keep cards and cover-marks in individual manila envelopes for convenience.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to recognize and name the capital and lower case letters of the alphabet.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title: Alphabet Bingo
Group Size: entire class
Materials: alphabet playing cards, set of letters for teacher, markers

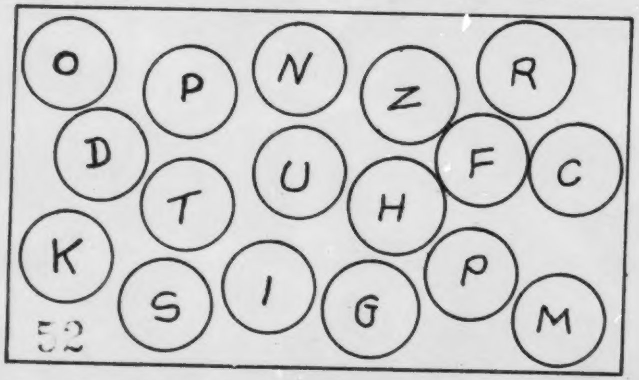
Procedure(s):

- Teacher chooses a letter and says the name of that letter. Students place a marker over that letter on their cards. First person to have filled a row up and down or across wins.

Title: Alphabet Twister
Group Size: small group
Materials: set of letters, large game board for floor which has letters written on circles

Procedure(s):

- Students draw letters from the set. The students place a part of their body on that letter on the twister board. The students keep that part of the body on the letter while drawing more letters. The last person to fall away from their letters wins.



Suggested Monitoring Procedures

Teacher has individual student to name the capital and lower case letters as teacher shows cards with the letters printed on them.

Students are given worksheet which is divided into blocks. Each block contains several letters. The teacher names a letter for each block. The student circles the letter named by the teacher.

a	b	c
d	e	f
g	h	i

c	e	s
q	h	i
r	g	b

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading, Herr 1961

Beginning Discovery, Champion Hamilton, 1973

SPICE-suggested Activities to Motivate the Teaching of the Language Arts

The Alphabet: Bulletin Board Tablet Games, Trend Enterprises, Box 3073, St. Paul, Minnesota 55165

Kit: "Reading Readiness Program", Educational Games

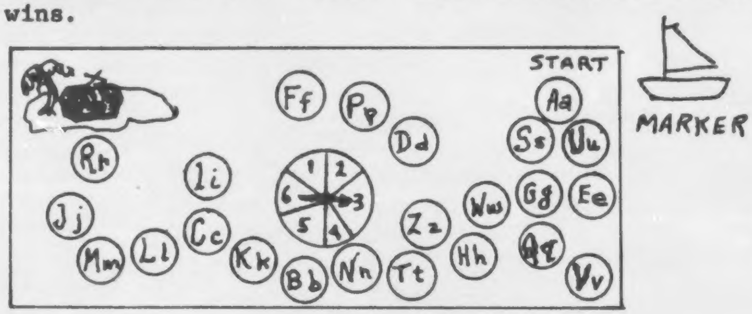
District Resources

Suggested Activities: Grade(s) K-1

Title: Race for the Pirate's Treasure
Group Size: individual, small group
Materials: game board with spinning wheel, markers

Procedure(s):

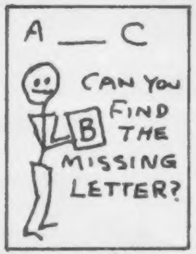
- Markers are placed on "Start." Students take turns spinning wheel and move the number of spaces indicated and name the letter. First student to treasure wins.

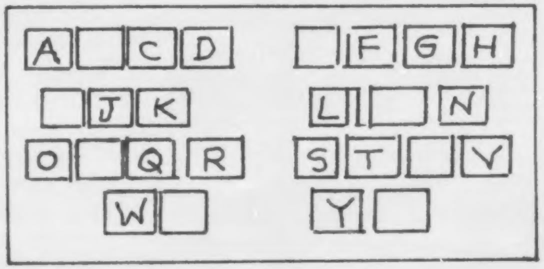

START
Aa
Ss
Uu
Gg
Ee
Qq
Vv
Ww
Hh
Zz
Tt
Nn
Bb
Dd
Pp
Ff
Ii
Cc
Kk
Ll
Mm
Jj
Rr
1
2
3
4
5
6
MARKER

Title:
Group Size: individual
Materials: tagboard as shown below, letter cards

Procedure(s):

- Student picks a letter card and attempts to place it in correct position. As a follow-up, provide paper so student may record his/her alphabet.
- Variation: Use lower case letters.


A ___ C
B
CAN YOU FIND THE MISSING LETTER?


A
C
D
F
G
H
J
K
L
N
O
Q
R
S
T
V
W
Y

ooi 54

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

ooi 55

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to recognize and name the capital and lower case letters of the alphabet.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title: Building Game
Group Size: small group
Materials: alphabet cards (each letter of the alphabet is printed on 3 cards for a total of 78 cards)

Procedure(s):

- Shuffle cards and deal 6 to each student. The remaining cards are placed face down on the table. Students take turns drawing cards, trying to get a run of 4 letters in sequence (a,b,c,d; m,n,o,p). If students think they have a run, they lay the cards down in front of them. If student draws a card and cannot play it, card is discarded.

Title: Alphabet Puzzle
Group Size: individual
Materials: cardboard box, squares or cardboard circles with letter of the alphabet on them.

Procedure(s):

- Mark off the bottom of the box into 26 squares. Print a letter of the alphabet on each square or circle of cardboard. The student places the letters in proper sequence on the box. (Each square in the box may be numbered. Provide a key for self-checking the alphabet. Cards and key are included in the box.)
- Variation: Put capital letters in the squares and match with small letters on initial sound pictures.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) K-1

Title: Alphabet Hopscotch
Group Size: individual or small group
Materials: large sheet of paper or plastic with hopscotch figure drawn on it. Print letters of alphabet in the squares.

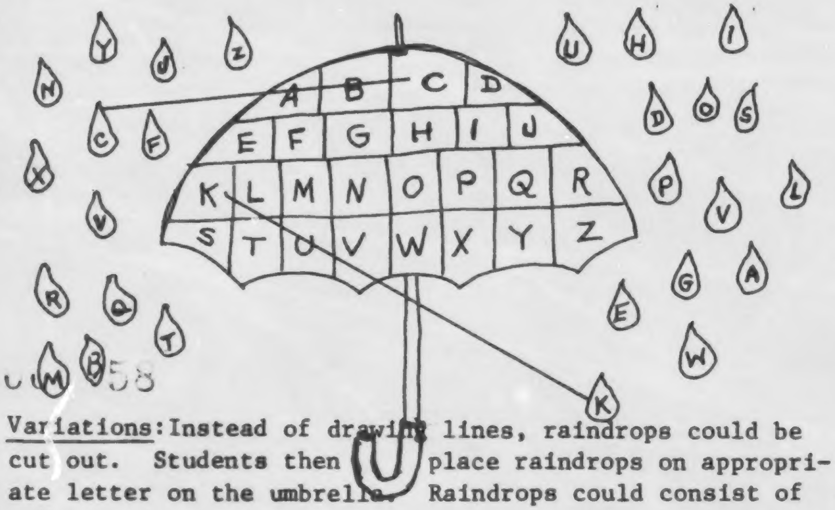
Procedure(s):

. Student hops in alphabetical sequence saying the name of the letters as he/she hops into the square. Student writes name in any square missed and waits his/her turn.

Title: Raindrops
Group Size: small group, individual
Materials: set of letters on raindrops, drawing of umbrella with letters. (see below)

Procedure(s):

. Find the letter in a raindrop and the same letter on the umbrella. Then match the letters which are the same by drawing a line between them. The line will show you where that raindrop will hit the umbrella.



Variations: Instead of drawing lines, raindrops could be cut out. Students then place raindrops on appropriate letter on the umbrella. Raindrops could consist of lower case letters.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to recognize and name the capital and lower case letters of the alphabet.

State Goal	1
District Goal	
Program Goal	2,3

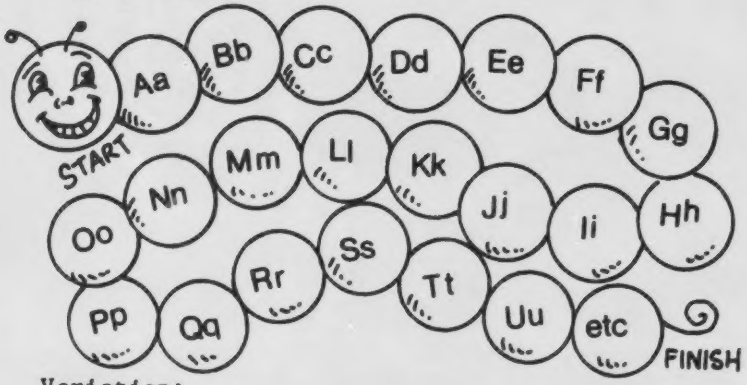
Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title: Alphabet Inchworm
Group Size: small group (no more than 4 players)
Materials: gameboard, die, markers

Procedure(s):

- Students place markers on start.
- Students take turns throwing die and moving the correct number of spaces. Students must name the letters on which they land.
- The first player to get to the tail of the inchworm is the winner.



Variation:

- Various letters may be left out in some spaces. If a student lands on a missing letter, he/she will have to name the missing letter.

Suggested Monitoring Procedures

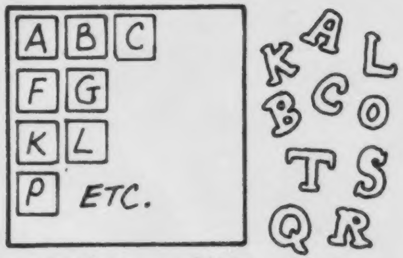
Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) K-1

Title: Alphabet Matching
Group Size: individual, small or large group
Materials: ditto of the letters of alphabet in a square, glue, Alphabets Cereal, trays to hold cereal.



Procedure(s):

- Each student receives a ditto sheet.
- Students match the Alphabets Cereal with the letters on the ditto sheet.
- Students glue matching Alphabets Cereal to the appropriate square on the ditto sheet.
- Students may glue cereal on top of letter on sheet or beside letter on sheet.

Variation:

- Students can match the capital Alphabet Cereal with lower case letters on the paper.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-2

Student Learning Objective(s) A. The student knows that picture clues are important to understanding the written text. B. The student is able to use picture clues to understand a story.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s)

Suggested Activities: Grade(s) K-1

Title:
Group Size: entire class, small group, pair, individual
Materials: pictures from a story, tagboard, story or book

Procedure(s):

- Teacher cuts pictures from a story and mounts them on a tagboard. The pictures are placed in chalk tray or pocket chart. As the teacher reads the story, the students select the correct picture for each part of story and places them in proper sequence.

Title:
Group Size: entire class, small group, pair, individual
Materials: 4 pictures from story, the story

Procedure(s):

- Teacher places four pictures on chalk tray and then reads a story and the students select the picture which most closely relates to the story.

Suggested Monitoring Procedures

Observation: The teacher observes students as they read a story to see if they refer to the pictures as an aid to getting the meaning of the story.

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrips: "Primary Reading Program - A Series", 80 filmstrips of 50 frames each, Educational Projections, Inc.

District Resources

Suggested Activities: Grade(s) K-1

Title:
Group Size: entire class, small group, pair, individual
Materials: story with pictures, drawing paper, pencil, crayons

Procedure(s):

- Teacher reads a very simple story, or a more complicated story in short segments, but shows no pictures. Students draw illustration(s) of the story, showing as much of the story action, details, etc. as possible. The students then compare their pictures to the pictures in the book.

Title:
Group Size: entire class, small group
Materials: drawing paper, pencil, crayons, writing paper

Procedure(s):

- Students draw pictures of a favorite story. Students trade or share pictures and try to figure out which story the pictures tell about; or, students draw detailed pictures, exchange them, and write about them.

Title:
Group Size: entire class, small group, pair, individual
Materials: pictures from a story, the story, pencils, writing paper

Procedure(s):

- Pictures from a story are shown to the students and they make up a story. The teacher then reads the story and the students compare their story with the real story.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Auditory Discrimination

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. rhyming words end with the same sound, i.e., make-cake, hate-gait, late,-weight, late-great.	33-	K-1					
The student is able to:							
. listen for likenesses and differences in common sounds, i.e., source, rate, pitch, volume.	29-	K-1					
. auditorily discriminate rhyming words.	33-	K-1					
. auditorily discriminate consonant sounds.	37-	K-1					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to listen for likenesses and differences in common sounds, i.e., source, rate, pitch, volume.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s) Environmental Education

Suggested Activities: Grade(s) K-1

Title: Sounds Around Us
Group Size: small group, entire class
Materials: record - Sound Around Us

Procedure(s):

- Play the record album, Sounds Around Us. After the children have listened to and discussed with you the first two records in the album "Around The House" and "Around The Farm," replay a part of either record. Then let students draw pictures that tell about the sounds they recall -- sawing a board, running the vacuum, etc.

Title: Guess What
Group Size: entire class
Materials: variety of articles

Procedure(s):

- A student stands in the center of the circle with eyes closed. The teacher chooses another student to skip, hop, march, walk, or gallop. The first student tries to guess what the other student is doing from the sound of the rhythmic movement. Variation: Drop articles of different materials, such as tin, wood, crayon, etc. Students close their eyes and guess what it is.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Record - Sounds Around Us

Sound Filmstrips: "Readiness - A Series", RMI Film Productions

Sound Filmstrips: "Primary Concepts - A Series", Eye Gate House, Inc.

District Resources

Suggested Activities: Grade(s) K-1

Suggested Monitoring Procedures

Possible Resources

Title: Do You Hear Me
Group Size: entire class
Materials:

Procedure(s):

- Four students are in different parts of the room -- north, south, east, west. Each student has an instrument, such as a triangle or drum. A student with eyes closed sits in the middle of the circle. When he/she hears a sound, he/she indicates the direction of the sound by pointing.

Title: Music Box
Group Size: entire class
Materials: record and record player

Procedure(s):

- One student goes to the center of a circle and closes his/her eyes. Another student hides a small article in the hands of the student who is sitting in the circle. The student in the center opens his/her eyes and walks around the circle to music. When the music becomes louder he/she stops in front of a student and asks, "Do you have the ________?" If he/she asks the right student, that student becomes "IT."

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to listen for likenesses and differences in common sounds, i.e., source, rate, pitch, volume.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s) Environmental Education

Suggested Activities: Grade(s) K-1

Title: Hear the Bell
Group Size: entire class
Materials: bell

Procedure(s):

- This game is played in the same way as the old game, "Button, Button, Who Has the Button?" A small bell is used instead of a button. The student who is "IT" or the "Listener", goes to the front of the room and stands with his/her back to the class while the leader, who has the bell, passes around the room quietly, laying the bell on the lap of some student, who holds it quietly until the leader goes to the front of the room and says; "Hear the bell! Who has the bell?" The student holding the bell rings it, and the listener, from the direction of the sound, tries to guess the name of the student who rings the bell. The student may have three guesses. If he/she names the student correctly, he/she may be the next leader.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows rhyming words end with the same sound, i.e., make-cake, hate-gait, late-weight, late-great. B. The student is able to auditorily discriminate rhyming words.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Riddles
Group Size: pairs, small group, entire class
Materials:

Procedure(s):

- Teacher or other students make up riddles and share them with other students, i.e., "I am thinking of a word that rhymes with block. It tells time. (clock)

Title: Pairs of Pictures
Group Size: individual, small group
Materials: assortment of pictures, some rhyme, some do not.

Procedure(s):

- Students select the pairs of pictures that rhyme.

Title: Can You Make A Rhyme?
Group Size: individual
Materials: game board with pictures, individual cards with pictures that rhyme with those on the game board. (Matching pictures and cards will have matching numbers so that the activity is self-checking.)

Procedure(s):

- Student completes task by matching pictures on rhyming cards to pictures on the board. To check work, answer cards are turned over one at a time. If answer is correct, small numerals will match pictures.

Suggested Monitoring Procedures

Oral response:
Teacher says a word, student responds with a word that rhymes.
When student is orally given a group of words, he/she is able to identify the two that rhyme. (individual check by teacher)
Student is given a set of pictures. Teacher names the pictures. Student identifies (marks, circles) the two that rhyme.

Possible Resources

Teacher's Manual - District Adopted Material

poetry books

nursery rhymes

Discover New Ways Alternatives for Learning
Hamilton & Fischer, 1972

Beginning Discovery
Champion & Hamilton, 1973

SPICE: suggested activities to motivate the teaching of the language arts

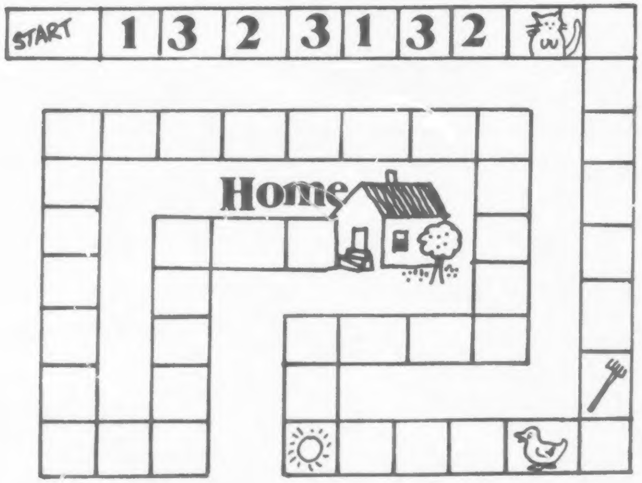
District Resources

uggested Activities: Grade(s) K-1

Title: Home By Sound
Group Size: pairs, small groups
Materials: game board, about 50 direction cards. Some have a number 1,2,3 that tells how many spaces to move. Others have a picture that rhymes with pictures on game board.

Procedure(s):

. Students draw a card and move the number of spaces indicated, or to the picture that rhymes with the picture drawn. Game can be made more difficult by having written directions on cards.
Example: move two spaces; move to something that rhymes with tie; find a picture that rhymes with duck.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material
Kit: "Rhyming Word Game" Judy Company

Duplicating Master: "Rhyming Kittens" The Instructo Corp.

Film: 8mm Sound Loop:
"Rhymes - Auditory Discrimination"
The Learning Corp. of America

Kit: "Pictures That Rhyme"
Milton Bradley Co.

Game: "Fun With Rhymes", The Judy Company

District Resources

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows rhyming words end with the same sound, i.e., make-cake, hate-gait, late-weight, late-great. B. The student is able to auditorily discriminate rhyming words.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) K-1

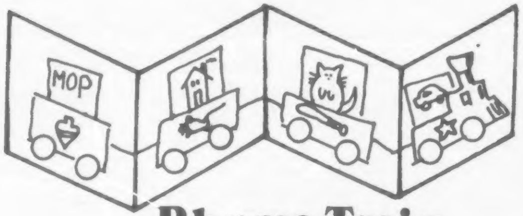
Title: Rhyme Train

Group Size: pair, small groups

Materials: accordian folders with train cars on pages. On each train car is a picture (pie, lake, car, etc.) Other pictures are on small cards.

Procedure(s):

- Students take turns choosing a card and putting it in the train car with which it rhymes (ex. gun and fun would go in the train car with the picture of sun).



Rhyme Train

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Kit: "Riddle, Riddle Rhyme Time" Dexter and Westbrook, Ltd.

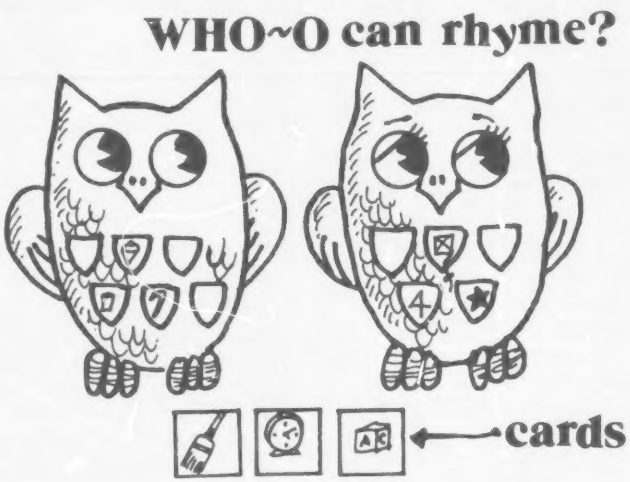
District Resources

Suggested Activities: Grade(s) K-1

Title: The Owl Game
Group Size: small group, entire class
Materials: owl boards with words or pictures written or drawn on feathers; stack of picture cards.

Procedure(s):

- Each student chooses an owl board; game cards are face down in a pile; if card chosen rhymes with one on player's board, he may cover it. First player to cover all feathers wins. Pictures: carrot, ball, block, boat, horn, hen, bus, star, duck, top, hat, kite, can, cane, pan. Variation: beginning sounds, sounds and letters, letters and letters.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to auditorily descriminate between consonant sounds.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Packing My Bag
Group Size: small group, entire class
Materials: small suitcase (optional)

Procedure(s):

- Teacher gives name of a place students are pretending to visit. Students name things that begin with the same sound. Every time a player gives a correct response, he/she gets a button (or some other reward). The one who gets the most buttons wins.
  i.e., Teacher: I am going to California.
  Student: I will take a cat.

Title: Surprise Box
Group Size: pair, small group
Materials: box, (optional) covered with attractive contact paper, variety of objects.

Procedure(s):

- Place small objects in a box. Student reaches into box and pulls out an object. He/she then names the object and gives another word that begins with the same sound.

Title: Dismissal Activity
Group Size: entire class
Materials:

Proceudre(s):

- As a dismissal activity, the teacher says, "If your name begins like (cat, Mickey Mouse, Donald Duck) you may go." Continue with other initial sounds until students are dismissed.

Suggested Monitoring Procedures

Individual: The teacher calls student to him/her and gives the student four words, three of which begin with the sound the teacher wishes to test. The student tells the teacher the words that begin with the same sound.

Worksheet: The students are given a sheet with pictures on it--most of the pictures begin with the sound to be tested. The teacher names the pictures for the students and they mark the ones which begin with the correct sound.

Possible Resources

Teacher's Manual - District Adopted Material

Center Stuff for Nooks, Crannies and Corners

SPICE

Learning the Alphabet and its Sounds with Amos and his Friends, Imperial Productions, Inc., Educational Division, 247 W. Court St., Kankakee, Illinois

Sound Filmstrips: "Readiness - A Series", RMI Film Productions

District Resources

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Suggested Activities: Grade(s) K-1

Title: Mum Game
Group Size: small group
Materials:

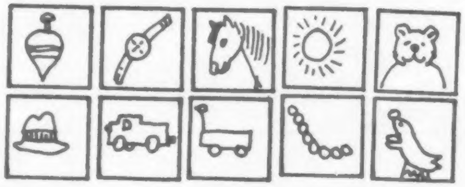
Procedure(s):

. Called the mum game because nobody talks. Teacher whispers (mouths) the name of something that can be seen around the room. Students watch teacher's lips and try to guess what was said. Students then repeat the word.

Title: Which Words Begin Alike?
Group Size: individual
Materials: folders, chart, or ditto sheet

Procedure(s):

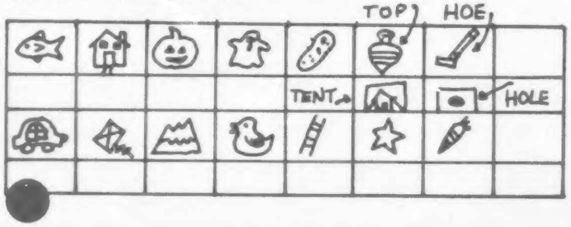
. Students match the pictures that begin alike.



Title: Matching Words That Begin Alike
Group Size: individual
Materials: Game Board (game board has pictures of objects that start with consonant sounds. Other pictures are on smaller cards.

Procedure(s):

. Pictures that start with the same sound are inserted into pocket. To make this activity easier, the pictures could have colored background. Small pictures that begin with the same sound would be on same colored background.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to auditorily discriminate between consonant sounds.

State Goal	1
District Goal	
Program Goal	3,5

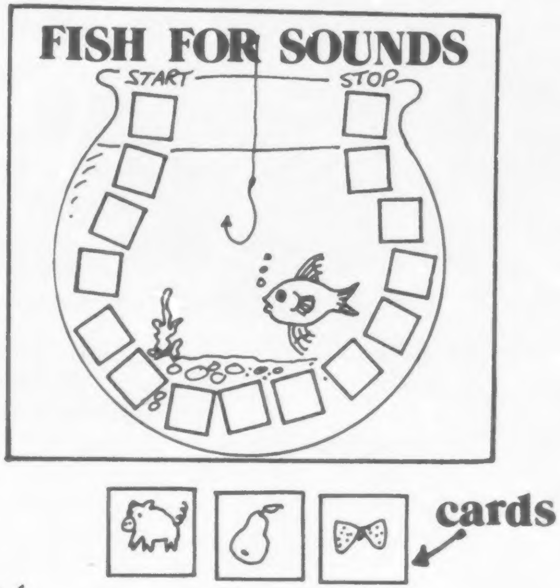
Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
		Teacher's Manual - District Adopted Material

Title: Fish For Sounds
Group Size: pair, small group
Materials: game board with pictures, cards with pictures, markers

Procedure(s):

- Markers are placed on "start." Cards are face down on table. Player turns over four cards. If two cards have pictures which begin alike, player moves two spaces, if three begin alike, he/she may move three spaces, etc.



District Resources

Suggested Activities: Grade(s) 1

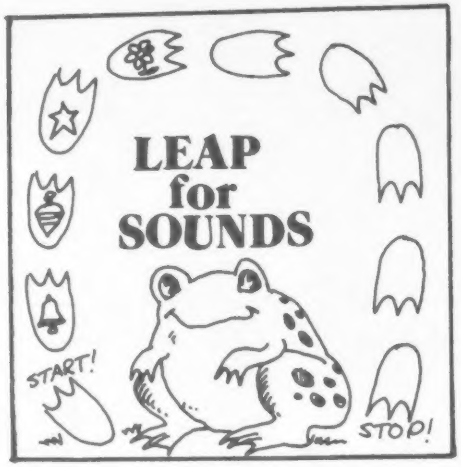
Suggested Monitoring Procedures

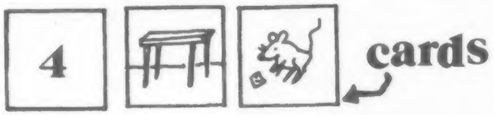
Possible Resources

Title: Leap For Sounds
Group Size: pair, small group
Materials: game board, game cards, markers

Procedure(s):

. Children place markers on "start." Game cards are face down in a pile. Players take turns choosing cards. If picture on card begins with the same sound as the picture in front of the marker, player may move one space.





District Resources

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Phonetic Analysis - Consonants

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the consonant letter sounds.	43	K-1					
. the two letter consonant blends, i.e., bl, sp, br, cr.	53	1-2					
. the three letter consonant blends (consonant clusters) i.e., spr, scr, spl.	59	2-3					
. the consonant digraphs: ch, sh, th, wh, ng.	61	1-2					
. the sounds made by the letter "s": /s/ as in sun, /z/ as in his, /sh/ as in sure, and /zh/ as in occasion.	65	K-3					
. that the letter "c" has two sounds: "s" soft sound (when followed by the letter i, e or y as in city, cent, circus, cycle) and the "k" hard sound (when followed by any letter other than i, e or y).	69	1-3					
. that the letter "g" has two sounds: generally the "j" (soft) sound as in giant, gem, gym and the "g" (hard) sound as in get, go, give.	73	1-3					
. that some words contain silent consonants, i.e., knows, half, lamb, write, high.	77	2					
. that the same sound may be made by different combinations: pf, f; cks, x; ck, k.	79	2-3					
The student is able to:							
*. associate a consonant sound with the letter name.	43	K-1					
*. distinguish single consonant sounds in the initial and final position.	43	K-1					
*. associate the sound of two letter consonant blends with the letters that form the blends.	53	1-2					
. distinguish two letter consonant blends in the initial and final position.	53	1-2					
*. associate the sound of three letter consonant blends (consonant clusters) with the letters that form the blends.	59	2-3					
*. distinguish the consonant digraphs in the initial and final positions.	61	K-2					
. apply the knowledge and skills about consonants to reading.		1-12					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows the consonant letter-sounds. B. The student is able to associate a consonant sound with the letter name. C. The student is able to distinguish single consonant sounds in the initial and final position.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Mystery Man
Group Size: small group
Materials: objects found in the classroom

Procedure(s):

- Students stand in a circle with their eyes closed and hands behind their backs. One student goes around the outside of the circle and puts an object in another student's hand. The student feels the object, identifies it and gives the beginning sound (ball, top, pencil, etc.).

Title: Clapping Game
Group Size: small group, entire class
Materials:

Procedure(s):

- Teacher pronounces several words which begin with a certain consonant sound. The students clap when they hear a word that begins with the correct sound.

Variations:

- Instead of clapping, raise hand, stand up, show a card with the letter, say letter name, use puppets and have them respond.
- Students name the letter the word begins with.

Suggested Monitoring Procedures

The teacher gives each student small cards with letters printed on them. One card for each letter-sound to be tested. The teacher says a different word for each student and the student shows the appropriate letter card. The teacher should have a checklist and check off the letter-sound each student knows.

The teacher pronounces two words for the student and asks which word starts with a particular letter-sound. Example: Which word begins with the sound of "d"?

does - man

Possible Resources

Teacher's Manual - District Adopted Material

Classroom Reading Games Activities Kit, Jerry J. Mallett, The Center for Applied Research in Education, Inc.

Activities for Learning Letters & Sounds, Curriculum Bulletin, Edmonds School District.

District Resources

Suggested Activities: Grade(s) K-1

Title: Feed Freddy
Group Size: individual, small group
Materials: tagboard, box, sack

Procedure(s):

- Make a chart or decorate a box to resemble Freddy Frog (or some other animal). Magazine pictures or small objects may be "fed" to Freddy by placing in opening (slot or pocket). On certain days, Freddy will eat only things that begin with a certain letter sound.

Variation:

- Make a chart with a pocket in which to put pictures drawn by the students. Each day students draw pictures illustrating specific beginning consonant sounds.

Title: Drawing Pictures of Riddles
Group Size: entire class (seat work)
Materials: large newsprint (12" x 18")

Procedure(s):

- Students folds newsprint in 3 or 4 parts. Have students place a letter at the top of each section as dictated by the teacher. Give clues, such as, "I'm thinking of an animal whose name begins with p, who lives on a farm and has a curly tail." The students draw a picture that answers the riddle in appropriate box.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Classroom Reading Games Activities Kit, Jerry J. Mallett, The Center for Applied Research on Education.

Activities for Learning Letters & Sounds, Curriculum Bulletin, Edmonds School District

Discover New Ways: Alternatives for Learning, Hamilton, Fischer

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The students knows the consonant letter-sounds. B. The student is able to associate a consonant sound with the letter name. C. The student is able to distinguish single consonant sounds in the initial and final position.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
		Teacher's Manual - District Adopted Material Color Sound Filmstrip: "Consonant Sounds", McGraw-Hill Films Film: "Reading for Beginners: Word Sounds", Coronet Instructional Films

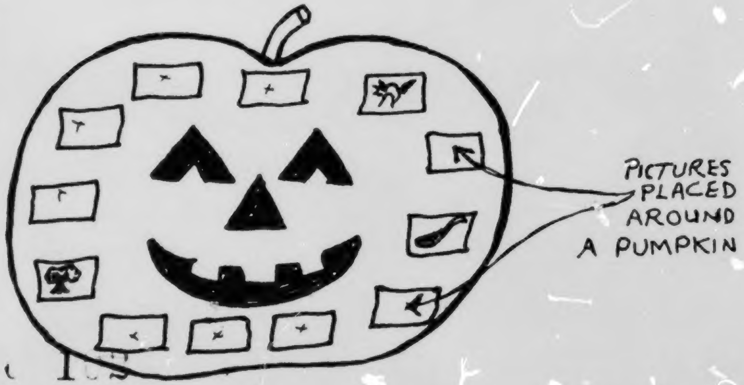
Title: Game Board
Group Size: pairs, small group
Materials: tagboard, pictures, dice or spinner

Procedure(s):

- Make a game board in the shape of a seasonal symbol. Make a "path" of small pictures beginning with consonant letters which have been studied. Each player places marker on "Start". Taking turns, the players roll dice (or spin spinner) and advance that number of spaces only if he/she can name the initial sound or give a word beginning with the sound on which he/she lands. If sound is key sound of game (p for pumpkin) player gets a bonus turn.

Variation:

- For an independent activity, make letter cards to match the pictures on the board. Students then put the correct letter on the picture.


PICTURES PLACED AROUND A PUMPKIN

District Resources

Suggested Activities: Grade(s) K-1

Title: Circle the Sound
Group Size: individual or small group
Materials: 18" x 24" tagboard with: 3-5 different consonants at top representing different beginning sounds; 10 pictures illustrating each beginning sound; crayons

Procedure(s):

- Teacher makes board and laminates it.
- Student circles one of the consonants at the top of the board with a crayon. Then students circles all the pictures that begin with that sound.
- The student must say the name of the picture before he/she is allowed to circle the picture.

Title: Letters Scramble
Group Size: small group or entire class
Materials: 8" x 10" cards with string in order to wear around neck. Each card has a different consonant printed on it. Set of 15-20 cards with pictures of objects which begin with consonant sounds.

Procedure(s):

- Give each student a card to put around his/her neck.
- Teacher says: "Letters, Scramble" and students try to find the card/s with objects which begin with their particular consonant sound. (Cards may be placed on a table or a few at various places around the room.
- When all the students have found their pictures, they may change the cards around their necks and begin the scramble again.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Duplicating Master: "Consonant Letter Puzzles". The Instructo Corporation

Films: 8 mm Sound Loop: "Beginning Sounds No. 1 - B, D, P, T, S, F, V"
"Beginning Sounds No. 2 - M, P"
"Beginning Sounds No. 3 - Sh, Th. F, Ch"
The Learning Corporation of America

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student knows the consonant letter-sounds. B. The student is able to associate a consonant sound with the letter name. C. The student is able to distinguish single consonant sounds in the initial and final position.

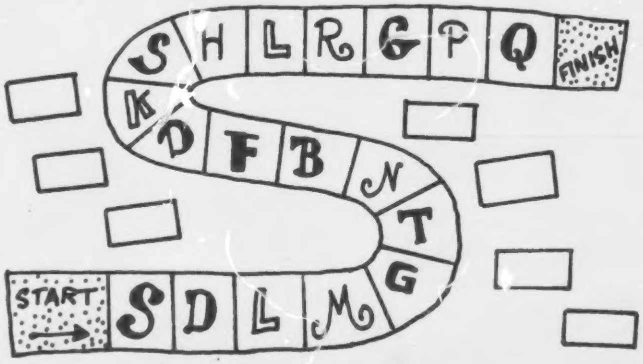
State Goal	1
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Initial Consonant Game
Group Size: small
Materials: 18" x 28" gameboard of any desired theme, each space contains a consonant; set of 15-20 cards with pictures of objects illustrating beginning consonant sounds; markers

Procedure(s):
- Cards are spread face down on the playing surface.
- Each student puts a marker on Start.
- First player draws a card at random and says the word depicted by the picture. If the beginning consonant sound of the word matches the letter of the first space, player puts card face down anywhere on the playing surface.
- Players' take turns until someone reaches Finish.
- Players must remember positions of the discarded cards in order to win.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

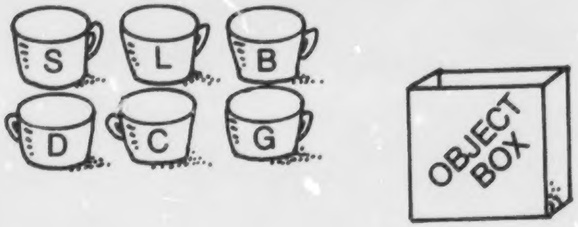
District Resources

Suggested Activities: Grade(s) K-1

Suggested Monitoring Procedures

Possible Resources

Title: Initial Consonant
Group Size: individual or small group
Materials: small objects beginning with various consonant sounds; cups



Procedure(s):

- Student takes object from box and says the word.
- Student puts object in cup which would match the letter printed on the cup.
- The student/s with all objects in correct cups wins.

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to distinguish the single consonant sounds in the initial and final position.

State Goal	1
District Goal	
Program Goal	3,5

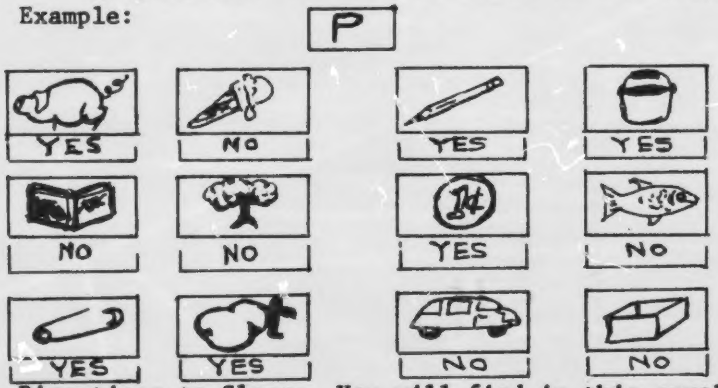
Related Area(s) Structural Analysis - Word Parts

Suggested Activities: Grade(s) K-1

Title: Yes or No
Group Size: pairs, small group
Materials: tagboard, felt pens, magazines

Procedure(s):

- Cut thirteen 4" squares of tagboard, and twelve that are 2"x4". Use one larger card to make the stressed sound card and the rest to make the pictures. Make or cut from magazines six pictures that begin with the stressed sound and six that do not. Use the 2"x4" cards to make six "yes" and six "no" labels for the pictures. Put all the cards in an envelope. Example:



Directions to Class: You will find in this envelope a card with the letter "p" (or the symbol for whatever the stressed sound might be) written on it in red. Put that card at the top. Next take all the picture cards and place them in rows on the board. Next you will find many cards which say either "yes" or "no."

Suggested Monitoring Procedures

The student is given a sheet with pictures related to the consonant sounds being studied. He/she is asked to write in either the beginning or ending letter.

Teacher pronounces a word, student is asked to mark on a sheet of paper, or orally give the letter that makes the beginning (ending) sound.

Possible Resources

Teacher's Manual - District Adopted Material

Spice-Educational Service, Inc., 1960

Individualizing Reading Instruction with Learning Stations and Centers, Humphrey, More, et al., Riverside Learning Associates, Inc.

Cards: "Consonant-Filmstrips", Phonovisual Products, Inc.

Alphaphonics

Letters, Sounds, and Words: A Phonic Dictionary, Platt, Munk & Leo.

District Resources

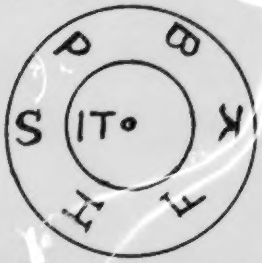
Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources

- Look at the first picture. Say its name to yourself. If it begins with the sound of "p", put a card that says "yes" under that picture. If you do not hear the sound "p" at the beginning of that word, put a card that says "no" under it. Then go on and do the same with each of the other pictures.
- Variations: Use different consonants at the top to start pictures which go with that consonant.
- Use different consonants with pictures that end with that consonant.

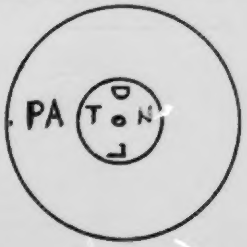
Title: Sound Discs
Group Size: individual
Materials: tagboard, felt pens, paper fasteners

Procedure(s):

- Cut one tagboard circle 5" in diameter, and another 7" in diameter. Place these circles, one on top of another, center together, and fasten them through the center with a paper fastener so they will turn freely.
- On the inner disc, write a word pattern (phonogram). On the outer disc, write initial consonants which can be prefixed to the center letters to form new words. Example:



- Variations: Use different word patterns such as: an, at, in, on, un, in the center ring.
- Use the first part of the word on the outside ring with the final consonant on the inside.



Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

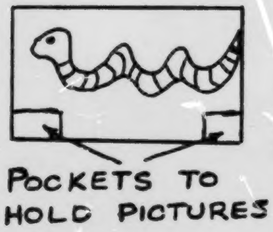
Student Learning Objective(s) The student is able to distinguish the single consonant sounds in the initial and final position.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s) Structural Analysis - Word Parts

Suggested Activities: Grade(s) K-1

Title: Sneaky Snake
Group Size: small group
Materials: gameboard, a tagboard ring pictures of objects that begin with s, pictures of objects that end with s, paper clips



Procedure(s):

- Teacher or a student chooses a picture from one of the pockets and holds it up.
- Player says word illustrated by picture.
- Player clips the ring on the snake's head, if picture of object begins with "s" or on the snake's tail if picture of object ends with "s".
- Teacher takes the ring off and tells student if he/she is correct.
- Players take turns until all pictures have been used.

Variation:

- This activity may be adapted to other consonant sounds - e.g., d-dog, m-moose, c-cat.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Film: "What Are Letters For: Initial Consonants", BFA Educational Media.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student knows the two letter consonant blends, i.e., bl, sp, br, cr. B. The student is able to associate the sound of two letter consonant blends with the letters that form the blends. C. The student is able to distinguish two letter consonant blends in the initial and final position.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

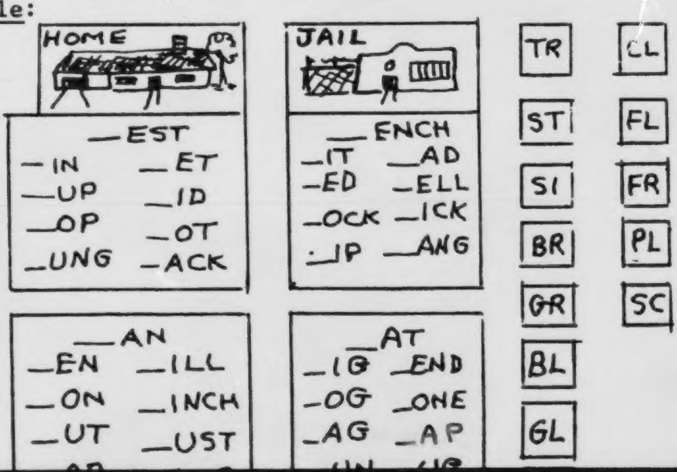
Suggested Activities: Grade(s) 1-2

Title:	Chance
Group Size:	pair, small groups
Materials:	tagboard, squares, folders, envelopes

Procedure(s):

- On front of one folder sketch a house, on the other a jail. Print blends on a generous number of 1" squares of tagboard. Put these squares into the four large envelopes. On the front of each 9" x 12" envelope print nine phonograms allowing plenty of space around them. Students take turns drawing squares from the envelopes and placing them before their phonograms to make words they can say. When successful, students put the squares in the house folder. If words cannot be formed, the square with the word beginning goes to jail.

Example:



Suggested Monitoring Procedures

Select a few of the blends that have been studied. Put these on individual cards. Teacher pronounces the word. Student points out (holds up) the blend he/she hears in that word.

Student is given a numbered sheet. As a word is pronounced he/she writes the blend that he/she hears (beginning or ending) beside the appropriate number.

Given word endings listed on the board, the student can add an appropriate blend to form a word. The student is then able to decode the word.

Possible Resources

Teacher's Manual - District Adopted Material

Reading Games That Teach -- Book IV, Word Attack Skills, 1970

Phonetic Inventory Test, SPI Curriculum and Instruction Division (for testing)

Treasury of Teaching Activities for Elementary Arts, Richard A. Thompson, Parker Publishing Co., Inc., West Nyack, N. Y.

Learning Activities for Reading, Selma E. Herr.

Anchor-Spice Series, Phonics Workbook, Level A. Modern Curriculum Press, p. 216-225.

Center Stuff for Nooks, Crannies and Corners: Foret, Pangle, Tupa, 1973

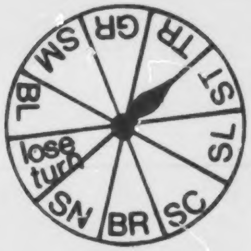
District Resources

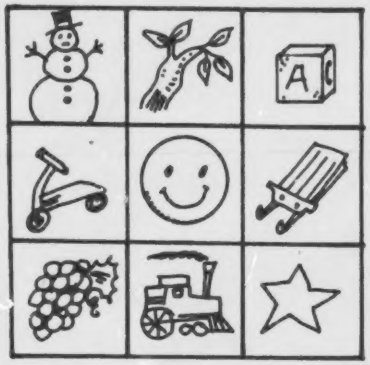
Suggested Activities: Grade(s) 1-2

Title: Tic-Tac-Toe Blends
Group Size: pair, small group
Materials: chips (1 color for each player), spinner, picture cards, game board, matching word list

Procedure(s):

- Lay little cards on table face up. Each player picks his/her color of chip. First player spins. The blend he/she lands on must first be matched with a picture card from the center of the table. He/she places that card on the matching beginning blend sound square on the game board. The next player takes a turn.





Variation:

- This activity may be played with small picture cards and no chips. Student select appropriate picture cards which match the blends that are indicated by spinner.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Pocket Full of Reading Games by Fairwood Elementary, available from Margaret Olson, SPI

Creating A Learning Environment, Breyfogle, Nelson, Pitts, Santick, Goodyear, 1976.

Reading Activities for Child Involvement, Evelyn B. Spache, Allyn & Bacon, 1973.

Locating and Correcting Reading Difficulties, Eldon E. Ekwall, Merrill Publishing Company, 1970.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

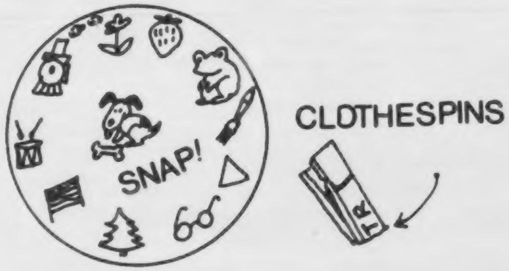
Student Learning Objective(s) A. The student knows the two letter consonant blends. B. The student is able to associate the sound of two letter consonant blends with the letters that form the blends. C. The student is able to distinguish two letter consonant blends in the initial and final position.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s)

Suggested Activities: Grade(s) 1-2

Title: Snap
Group Size: individual or small group
Materials: laminated large tagboard circle with pictures illustrating blends on one side around the circle and the corresponding blends around the circle on the reverse side; clothespins with blends on each side.



Procedure(s):

- Student identifies one of the pictures orally and selects the appropriate clothespin with the correct blend from the clothespins on the playing area.
- Student matches the blend with the picture by pinning the clothespin over the picture.
- Student/s continue until all pictures are covered with clothespins. They reverse the circle and check their answers.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

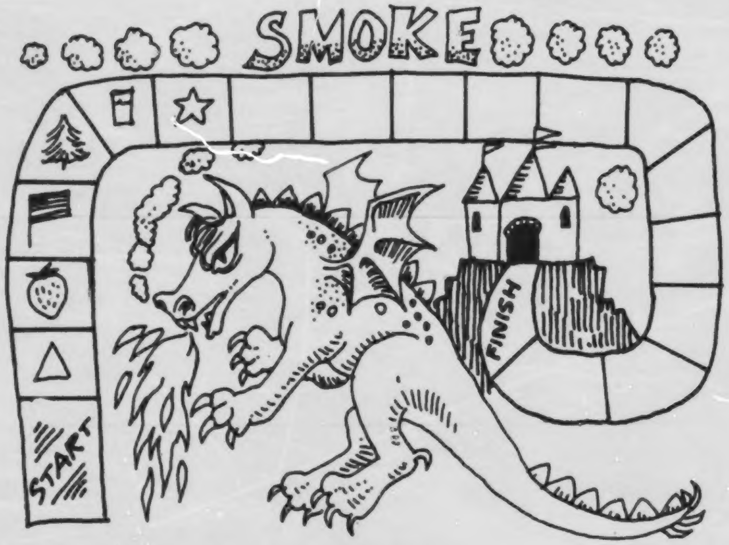
Cards: "Blends and Digraphs Mark-On, Wipe-Off Lesson Cards", Ideal School Supply.

Sound Filmstrip: "Blends Sl, Sm, Sn, Sw", Colonial Films

District Resources

Suggested Activities: Grade(s) 1-2

Title: Smoke
Group Size: small
Materials: gameboard with pictures of words illustrating two letter consonant blends, markers, die



Procedure(s):

- First player rolls die and moves that number of spaces.
- In order to stay on that space, player must say word and identify blend. If player cannot do this he/she must go back that number of spaces.
- Players continue to take turns. First one home wins.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows the two letter consonant blends. B. The student is able to associate the sound of two letter consonant blends with the letters that form the blends. C. The student is able to distinguish two letter consonant blends in the initial and final position.

State Goal 1
District Goal
Program Goal 2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

Title: Leap Frog
Group Size: individual
Materials: work sheet

Procedure(s):

- Underline the consonant blend in each word:
  star snake spoon smoke scale
- Read each sentence below and look at the word in the box next to it. Change the first consonant to one of the consonant blends above. Put the new word in the sentence.
  - That envelope needs a stamp. (camp)
  - A ghost might _______ me. (dare)
  - Some words are difficult to _________. (tell)
  - It's fun to play in the _______. (tow)
  - A mouse is very ______. (tall)
  - Another word for shovel is _________. (made)
  - That man likes to ______ a pipe. (poke)
  - Warm up the soup on the ________. (cove)
  - A ________ measures ounces and pounds. (pale)
  - In the jungle one might see a ________. (cake)
- See if you can fill in these sentences without a word clue. Use the same beginning blends that we used above.
  - I like my mother to read me a _______.
  - A bee may ______ you.
  - It is time to ______ working and go outside.
  - He uses a _______ to wash the car.
  - The _____ of the baseball game was 3-0.
- Write four sentences that have at least two of the blends in each sentence.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 2

Variation:
- Pick out one word under each sentence that has the same blend as the underlined word. Write the word in the blank.
  - The clown _______ his box to hide his dog.
    (crushes, closes, shuts, finds)
  - Please put the _________ in the garden.
    (peas, plant, bush, flower)
  - Please glue my ___________ together.
    (galoshes, goose, toy, glass)
  - Don't slam the door, close it ____________.
    (silently, quietly, slowly, now)
  - Wear that blouse with your _________ skirt.
    (green, bright, brown, blue)
  - Please bake a cherry pie and a __________ cake.
    (blueberry, chocolate, coconut, yellow)
  - Please press my __________ dress.
    (pretty, new, pink, Sunday)
  - The bridge is __________.
    (cracked, closed, broken, bombed)
- Read each sentence below and fill in the missing blend to make each word complete.
  - On Holloween, he usually wears a ma__.
  - The king's son is a __ince.
  - Billy likes to ___imb trees.
  - That ____uck was hauling dirt.
  - If you can't find your way, you are ___st.
  - During school I often work at my de__.
  - The caboose is the last car on the ____ain.
  - She has one sister and one ___other.
  - If you have a question, please a___.
  - When it is hot, it is fun to __im.
  - It is polite to say __ease.
  - A haunted house may have a ___ost.
  - This is the fir__ cake I have ever baked.
  - ___ue is my favorite color.
  - I have a pair of ice __ates.
  - She has a large green ___ant in her room.

Extension: With a friend, choose one of the blends above and list as many words as possible that include that blend.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows the three letter consonant blends (consonant clusters) i.e., spr, scr, spl. B. The student is able to associate the sound of three letter consonant blends (consonant clusters) with the letters that form the blends.

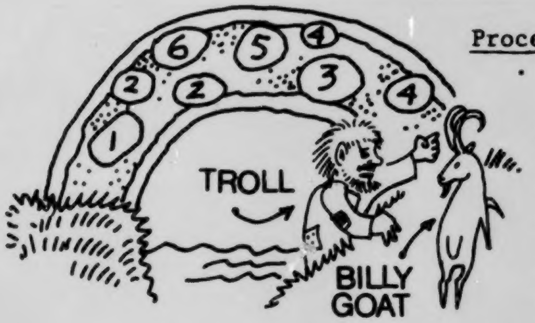
State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Note: The activities for two letter consonant blends may be adapted for use with these objectives.

Title: Cross Over the Bridge
Group Size: 3-4 players
Materials: gameboard, spinner, 30 paper stones with blend on one side and a number from 1-6 on the other.



Procedure(s):

- Teacher puts the paper stones on the bridge with the number side up. The first player spins the spinner for a number and then selects one stone with the matching number.
- If he/ she can name a word which begins with that particular blend, he/she keeps the stone.
- If player cannot name a word, or names an incorrect word, he/she must lay the stone back down on the bridge with the number side up.
- Players take turns until all the stones are gone. The player with the most stones wins.

Variation:

- This activity may be adapted for use with two letter consonant blends, digraphs, etc.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Sound Filmstrips: "Blends - Sc, Scr, Sk, Squ, Shr", "Blends - Sp, Spl, Spr, St, Str", Colonial Films

District Resources

Suggested Activities: Grade(s) 2-3

Title: Blend Concentration
Group Size: pair or small group
Materials: set of 30 cards with pictures illustrating three letter consonant blends, set of 30 cards with various three letter consonant blends written on them.

Procedure(s):

- All cards are spread face down in rows on a table.
- First player turns over any two cards. If one card is a picture card and the other its matching blend, then the player keeps the cards and takes another turn. If the two cards do not make a match, then the cards are turned face down and the next player takes a turn.
- Players continue to take turns until all cards are gone. Player with the most cards wins.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-2

Student Learning Objective(s) A. The student knows the digraphs: ch, sh, th, wh, ng. B. The student is able to distinguish the consonant digraphs in the initial and final positions.

State Goal 1

District Goal

Program Goal 2,3,5

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: Shoestring Cards

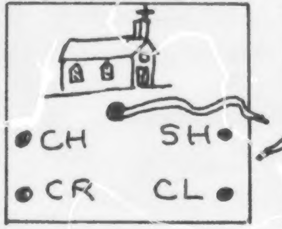
Group Size: individual, small group

Materials: tagboard, shoestrings

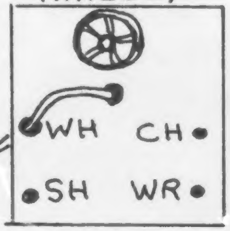
Procedure(s):

. At the top of each 6" x 9" card draw or paste pictures of several objects. Fasten a shoestring next to each picture. Print digraphs which relate to the picture at the bottom of each card and punch holes above each of these. To play the game, the student matches the picture and the digraph by inserting the free end of the shoestring in the correct hole. (thorn-th)

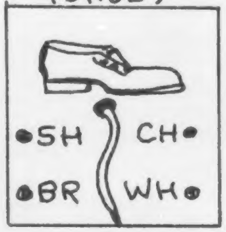
(CHURCH)



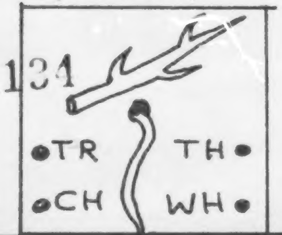
(WHEEL)



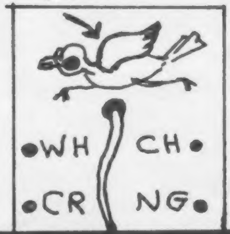
(SHOE)



(THORN)



(WING)



Suggested Monitoring Procedures

The teacher gives the students cards on which the digraphs are printed. As the words (containing digraphs) in the initial and final position are said to the student, the student points to the correct card.

A sheet is given to a group of students with pictures, most of which begin or end with the digraph to be tested. The students put an x on those that begin with the digraph and circle the pictures which end with it. Teachers should name the picture.

Possible Resources

Teacher's Manual - District Adopted Material

Kids' Stuff, Forte, McKenzie

Cards: "Blend and Digraphs: Mark-On, Wipe-Off Lesson Cards", Ideal School Supply

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-2

Student Learning Objective(s) A. The student knows the digraphs: ch, sh, th, wh, ng.

B. The student is able to distinguish the consonant digraphs in the initial and final positions.

State Goal	1
District Goal	
Program Goal	2,3,5

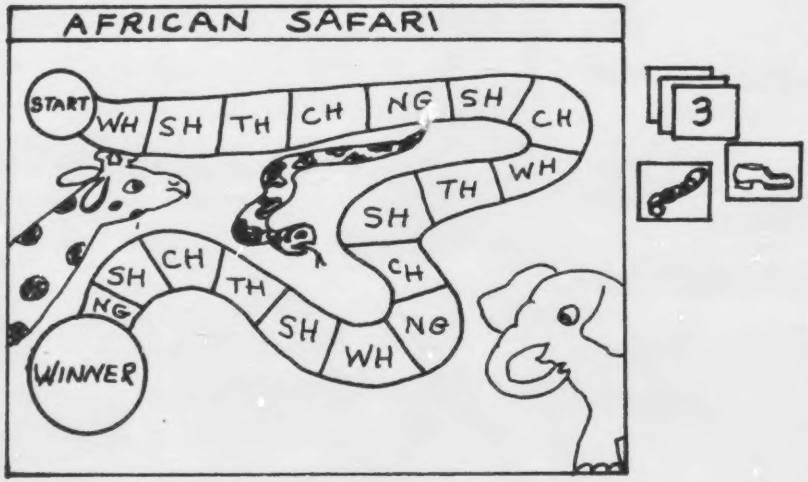
Related Area(s)

Suggested Activities: Grade(s) 2

Title: African Safari
Group Size: pair, small group
Materials: tagboard, felt pens, markers, cards with pictures

Procedure(s):

. Spread out cards on table. Place makers at "Start." Players try to match the sound in the picture with digraph on board to advance one space.



Suggested Monitoring Procedures

The teacher gives the students cards on which the digraphs are printed. As the words (containing digraphs) in the initial and final position are said to the student, the student points to the correct card.

A sheet is given to a group of students with pictures, most of which begin or end with the digraph to be tested. The students put an x on those that begin with the digraph and circle the pictures which end with it. Teachers should name the picture.

Possible Resources

Teacher's Manual - District Adopted Material

Kids' Stuff, Forte, McKenzie

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

Title: Initial Consonant Digraphs
Group Size: small group
Materials: 3"x5" cards with digraphs, ch, sh, th, wh

Procedure(s):

. Give each pupil three 3"x5" cards, write one of the digraphs ch, sh, wh, on each of the cards. As the teacher says a word, the pupil holds under his chin the card which shows the digraph representing the initial sound. Suggested words:

shape
church
shop
cheer
shake
whale

which
when
cheek
shell
why
sheep

wheel
chair
shoe
whisper
charm
child

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows the sounds made by the letter "s": /s/ as in sun, /z/ as in his, /sh/ as in sure, and /zh/ as in occasion.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) K-1

Title:
Group Size: entire class, small group
Materials:

Procedure(s):

- After initial presentation of all the sounds of the letter "s," dictate a list of words containing the different sounds and have the students respond to each of the different sounds by doing one of the following:
  - stand, sit, squat
  - hold up picture cards to match sound
  - raise right hand, left hand, both hands
  - assign a specific sound to each student and student responds only if he/she hears his/her sound
  - move 1 step forward, 1 step backward, stay in place
  - repeat word if the sound is the one chosen

Word Lists:

S as in Sun	S as in his
swim, miss	as
sink, toss	runs
stab, us	does
spin, bus	trees
sister, kiss	bees
six, less	please
soup, fuss	excuse
sailboat	choose

Suggested Monitoring Procedures

Teacher observation of individual students choosing the correct sound as he/she reads.

Possible Resources

Teacher's Manual - District Adopted Material

Phonics in Proper Perspective, Arthur W. Heilman, Charles E. Merrill Books, Inc., 1964

Multimedia Kit: "Consonant Sounds/A Self-Instructional Modalities Approach", Milton Bradley Company.

Multimedia Kit: "Learning Letter Sounds", Borg-Warner Education Systems.

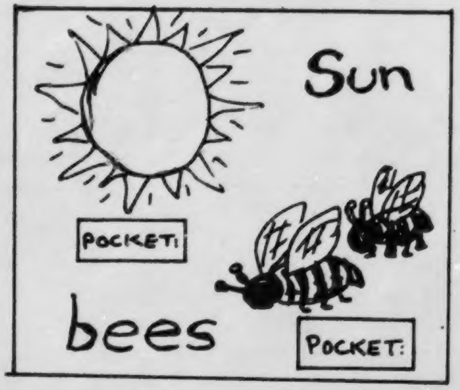
District Resources

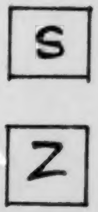
Suggested Activities: Grade(s) K-1

Title:
Group Size: individual
Materials: poster, individual picture (word) cards with the "z" and "s" sounds

Procedure(s):

- poster
- individual picture (word) cards with the "z" and "s" sounds





Directions:

- The student places the pictures (words) in the appropriate pocket.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows the sounds made by the letter "s": /s/ as in sun, /z/ as in his, /sh/ as in sure, and /zh/ as in occasion.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class, small group
Materials:

Procedure(s):

- After initial presentation of all the sounds of the letter "s," dictate a list of words containing the different sounds and have the students respond to each of the different sounds by doing one of the following:
  - stand, sit, squat
  - hold up picture cards to match sound
  - raise right hand, left hand, both hands
  - assign a specific sound to each student and student responds only if he/she hears his/her sound
  - move 1 step forward, 1 step backward, stay in place
  - repeat word if the sound is the one chosen

Word Lists:

S as in Sun	S as in his	S as in Sugar
swim, miss	as	sugar
sink, toss	runs	sure
stab, us	does	surely
spin, bus	trees	
sister, kiss	bees	
six, less	please	
soup, fuss	excuse	
sailboat	choose	

Suggested Monitoring Procedures

Teacher observation of individual students choosing the correct sound as he/she reads.

Possible Resources

Teacher's Manual - District Adopted Material

Phonics in Proper Perspective, Arthur W. Heilman, Charles E. Merrill Books, Inc., 1964

Game: "Phonetic Word Wheel", CENCO Educational Aids

District Resources

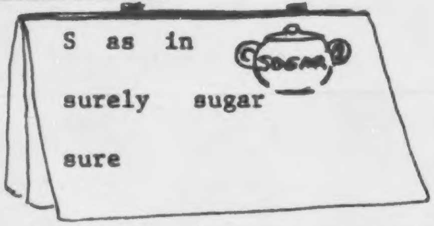
Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

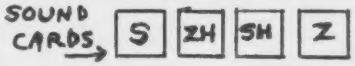
Possible Resources

***Title:**
Group Size: individual
Materials: tagboard, charts, cards

Procedure(s):


S as in
SUGAR
surely sugar
sure

Student selects the appropriate sound card and fills in letters or sounds that match the sound on the card.


SOUND CARDS
S
ZH
SH
Z

* If typewriter is available to students, this could be a typing task.

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student knows that the letter "c" has two sounds: the "s", soft sound (when followed by the letter i, e or y as in city, cent, circus, cycle) and the "k", hard sound (when followed by any letter other than i, e or y.)

State Goal	1
District Goal	
Program Goal	2,3,5

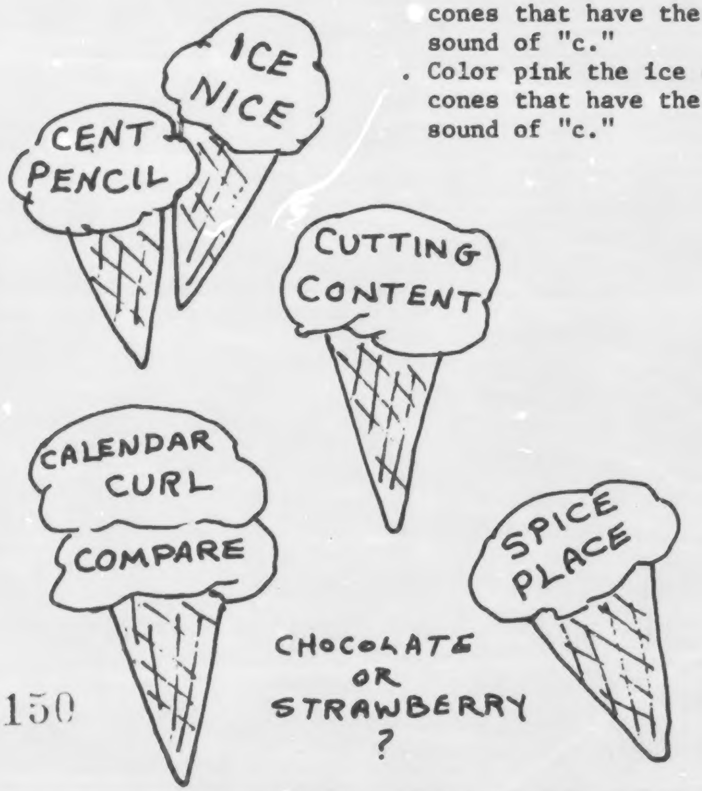
Related Area(s)

Suggested Activities: Grade(s) 1

Title:
Group Size: individual or entire class, small group
Materials: work sheet, crayons

Procedure(s):

- Color brown the ice cream cones that have the "s" sound of "c."
- Color pink the ice cream cones that have the "k" sound of "c."


ICE
NICE
CENT
PENCIL
CUTTING
CONTENT
CALENDAR
CURL
COMPARE
SPICE
PLACE
CHOCOLATE
OR
STRAWBERRY
?

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

The Other Children, Harper Row, 1960

"Phonics We Use" (set of games) Lyons and Carnahan

Game: "Phonetic Word Builder", CENCO Educational Aids

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

152

153

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student knows that the letter "c" has two sounds: the "s" (soft) sound when it is followed by the letter "i," "e" or "y" (city, cent, cycle) and the "k" (hard) sound when followed by any sound other than "i" or "e."

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class, small group
Materials: paper, pencil, blackboard

Procedure(s):

- Distribute paper and have the students divide it into 3 columns, headed by 1,2,3.
- Listen to a list of words and if they hear a "c" that spells "s" at the beginning, they will write "c" under number 1; if they hear it in the middle, they will write "c" under 2; and if they hear it at the end, they will write it under 3. Dictate these words: piece, celebrate, twice, cement, circus, cell, city, place, pencil, cent, pace, cycle, cinnamon, cedar, slice.
- Place correct answers in a master grid on the board so students may self-check.
- Lead the students to note that the soft "c" is followed by "i," "e" or "y."

Title:
Group Size: entire class, small group
Materials: work sheet, pencil

Procedure(s):

- After each of the following words, write the sound the letter "c" takes.

service ___
city ___
occur ___
careful ___
committee ___
country ___

coat ___
century ___
become ___
comfort ___
receive ___
copy ___

curious ___
notice ___
certain ___
process ___
committee ___
recite ___

Suggested Monitoring Procedures

The teacher presents student or small group of students with sentences containing new words with the hard and soft sounds of "c." The student reads them or small group takes turns reading them.

Possible Resources

Teacher's Manual - District Adopted Material

The Other Children, Harper Row, 1960

"Phonics We Use" (set of games) Lyons and Carnahan

Filmstrip: "Reading and Writing with Phonics", Set 2 "Phonic Combinations - A Series", Creative Visuals, Inc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
156		157

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student knows that the letter "g" has two sounds: generally the "j" (soft) sound as in giant, gem, gym and the "g" (hard) sound as in get, go, give.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 1

Title:
Group Size: small or large
Materials: worksheet, or board and colored chalk

Procedure(s):

- Teacher draws slices of toast on ditto paper or on board.
- Teacher and/or students write words that have soft and hard "g" sounds on the slices. Each slice must have written on it all soft "g" sounds or all hard "g" sounds. Students spread grape jam (a purple color) if the slice contains hard "g" sounds and strawberry jam if the slice contains soft "g" sounds.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Reading and Writing With Phonics" Set 2, "Phonic Combinations - A Series", Creative Visuals, Inc.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student knows that the letter "g" has two sounds: generally the "j" (soft) sound as in giant, gem, gym and the "g" (hard) sound as in get, go, give.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class, small group
Materials: blackboard, work sheet, chart, etc.

Procedure(s):

- Write the following list of words on the chalkboard as the students watch: page, range, ranger, danger, strange, manage, germs, giant, magic, ginger, change.
- Say a sentence, inserting the word "steamship" in place of one of the above words.
- Students are to raise hands when they know the word.

- Sample sentences:
  - The teacher said to turn to steamship ten to find your lesson.
  - My pet kitten is very steamship.
  - A person who works in a forest is called a forest steamship.

Suggested Monitoring Procedures

The teacher presents students or small group of students with sentence containing new words with the hard and soft sounds of "g" and student reads them or small group takes turns reading them.

Possible Resources

Teacher's Manual - District Adopted Material

Phonics We Use (set of games) Lyons and Carnahan

Filmstrip: "Reading and Writing With Phonics", Set 2, "Phonic Combinations - A Series", Creative Visuals, Inc.

District Resources

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group
Materials: work sheet, blackboard, chart, etc.

Procedure(s):

- Teacher lists some familiar (easy) words on the chalkboard in two lists. One list could have go, gate, gone, gun, gush, game; and the other list words such as gym, lunge, age, cage, ginger, giant.
- Have the students read the words in the two lists and lead them to discover the vowel following the "g" determines the sound of the "g."
- Variation: Make a third list of unknown words, with the letter "g," and apply the knowledge gained in the above step to aid in decoding the words in this list: gentle, ranger, stranger, manager, danger, garage, engine, imagination.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that some words contain silent consonants, i.e., knows, half, lamb, write, high.

State Goal 1
District Goal
Program Goal 2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2

Title: History of Language
Group Size: entire class
Materials:

Procedure(s):

. As a point of interest and of history, tell the students that long ago many of the "silent" letters were pronounced; and because of lazy enunciation and slurring, the silent pronunciation has become accepted, but the spelling has not been changed. Interesting words would be knife, knot, comb, lamb. (Teacher pronounces the k & b. Usually students think this is funny and it helps the student to remember.

***Title:**
Group Size: entire class
Materials: work sheet, pencil

Procedure(s):

. Make a line through the silent letters. Example:

rod~~e~~	tire	doubt	spoke
~~k~~now	wrong	wring	gnat
guess	write	wrap	kneel
lamb	site	ghost	night
hours	sign	guide	knew
wren			

* This activity could be used as a monitoring procedure.

Suggested Monitoring Procedures

Teacher observes students' ability to read words containing silent letters.

Possible Resources

Teacher's Manual - District Adopted Material

The Other Children: Harper-Row, 1960 (Knoxville City Schools)

District Resources

Suggested Activities: **Grade(s)** 2

Suggested Monitoring Procedures

Possible Resources

Title: Awake or Asleep
Group Size: small, large, or entire class
Materials: board, chalk

Procedure(s):

- Teacher writes on the board several words that contain silent letters.
- Students are asked to discover what is alike about these words.
- As students discover that these words all contain silent letters or "sleepy spots", ask individual students to underline the "sleepy spots" and say the word.

Teacher's Manual - District Adopted Material

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student knows that the same sound may be made by different letter combinations: ph, f; cks, x; ck, k.

State Goal 1

District Goal

Program Goal 2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:

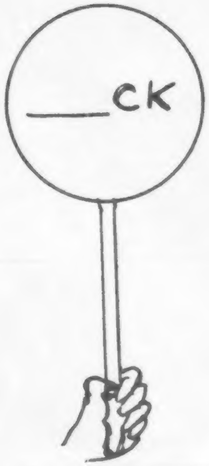
Group Size: entire class, small group

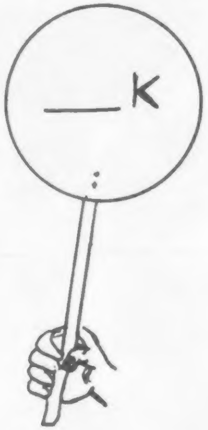
Materials: cards with _k or _ck

Procedure(s):

- Distribute two cards to each student, one with _____k, _____ck.
- Tell the students to listen to the number of sounds in the words you say, and hold up the "ck" or "k" card depending on how they think the word ends (ck if only one sound follows the vowel; "k" if two sounds follow the vowel). Say the following words slowly; write each word on the board after the students respond so they can see if they were right.

Say: pick - neck - stick - milk
silk - brisk - sick - mask





Suggested Monitoring Procedures

- Teacher observation of the student applying the correct sound when decoding words, either singly or in context.
- Student is given a word list containing words with the different letter combinations, and is asked to pronounce the words.
- Student is given cards with words ending with k as ck, and is asked to pronounce the words and tell which letter or letters stand for the final sound.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

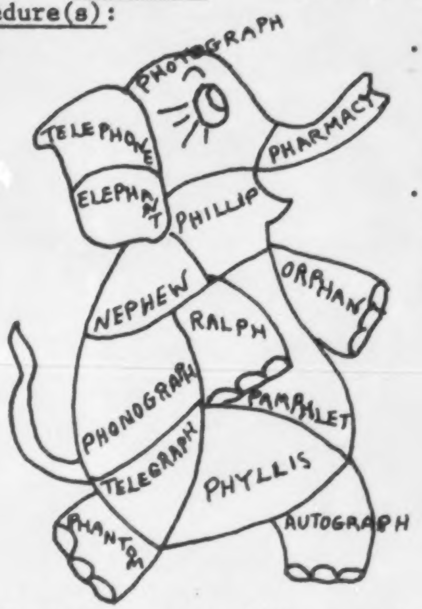
Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Possible Resources

Title: Phillip the Elephant
Group Size: individual, entire class
Materials: tagboard, construction paper

Procedure(s):


PHOTOGRAPH
TELEPHONE
PHARMACY
ELEPHANT
PHILLIP
NEPHEW
ORPHAN
RALPH
PHONOGRAPH
PAMPHLET
TELEGRAPH
PHYLLIS
PHANTOM
AUTOGRAPH

- Make an elephant and cut it into parts. On each part print a word with the "ph" sound.
- Have the students say the words on the parts. When they can say all the words, they can put the puzzle together.

Variation: use different picture for cks, ck, and cks, ck words for each part.

Teacher's Manual - District Adopted Material

District Resources

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Phonetic Analysis - Vowels

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the short vowel sounds (ă, ĕ, ĭ, ŏ, ŭ).	83-	1					
. the short vowel pattern of one syllable words (cv̆c).	83-	1					
. the long vowel sounds (ā, ē, ī, ō, ū).	91-	1-2					
. the long vowel pattern of one syllable words (cv̄c).	91-	1-2					
. two successive vowels frequently represent one sound.	97-	2					
. the sound-symbol relationships of the following vowel combinations (vowel diagraphs): ōa, ēe, āi, ēa, āy; (first vowel usually is long and the second is silent).	97-	1-2					
. blended (linked) sound made by the following vowel combinations (diphthongs): oi, oy, ou, ow, ew, au, aw.	105-	2-3					
. some vowel combinations make more than one sound: ow, ea, oo, ie.		2-3					
. the letter "r" following a vowel modifies the vowel sound (murmur sound), so it is neither long nor short, i.e., ar, are, air, ore, or, ear.	109	2-3					
. er, ir, or, ar, ur may have the sound of er.	111	2-3					
The student is able to:							
*. read one syllable words with the short vowel pattern (cv̆c), i.e., hat, pen, red, not, pin.	83-	1					
*. read one syllable words with the long vowel pattern (cv̄c finale), i.e., make, Pete, pine, note, June.	91-	1-2					
*. auditorily discriminate the long and short vowel sounds by self.	95	1-2					
*. read words with long vowel combinations (vowel diagraphs), i.e., road, feed, rain, meat, say.	97-	1-2					
*. read words with blended sounds made by the following vowel combinations (diphthongs), i.e., oil, boy, out, how, few, saw, haul.	105-	2-3					
*. read words with vowel or vowel combinations that make more than one sound, i.e.,: ow how, grow ea great, meat, bread oo good, food ie pie, chief y cry, funny	105-	2-3					
*. read words in which "r" modifies the vowel sound, i.e., car, care, fair, more, for, near.	109	2-3					
*. read words with the "er" sound, i.e., her, fir, dollar, hurt, work	111	2-3					
. apply the knowledge and skills about vowels to reading.		1-12					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

175

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the short vowel sounds (ă, ĕ, ĭ, ŏ, ŭ). B. The student knows the short vowel pattern of one syllable words (cv̆c). C. The student is able to read one syllable words with the short vowel pattern (cv̆c) i.e., hat, red, pen, not, pin.

State Goal	1
District Goal	
Program Goal	2,3,5

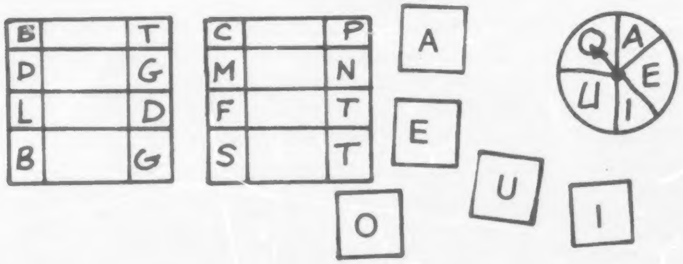
Related Area(s)

Suggested Activities: Grade(s) 1

Title: Spin A Vowel
Group Size: small group, pair
Materials: cards, set of vowels on cards, spinner

Procedure(s):

- Player spins the spinner to find what vowel player will be using. Player then takes the vowel and places it on the card to make a word. If there is no space open where the vowel makes a word, player puts the vowel back. First player to fill card wins.



Variation:

- Use the spinner to indicate a word with that particular vowel sound. Player spins for a particular vowel and then must give a word with that vowel sound.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Sound Filmstrips: "Short Vowel Sounds", McGraw Hill Films

Films: "Reading Skills: Part I - Find the Vowels", "Reading Skills - Part II - Vowels and Their Sounds" available for rental from Audio-Visual Services, University Park, Pa.

Game: Phonetic Word Analyzer", CENCO Educational Aids

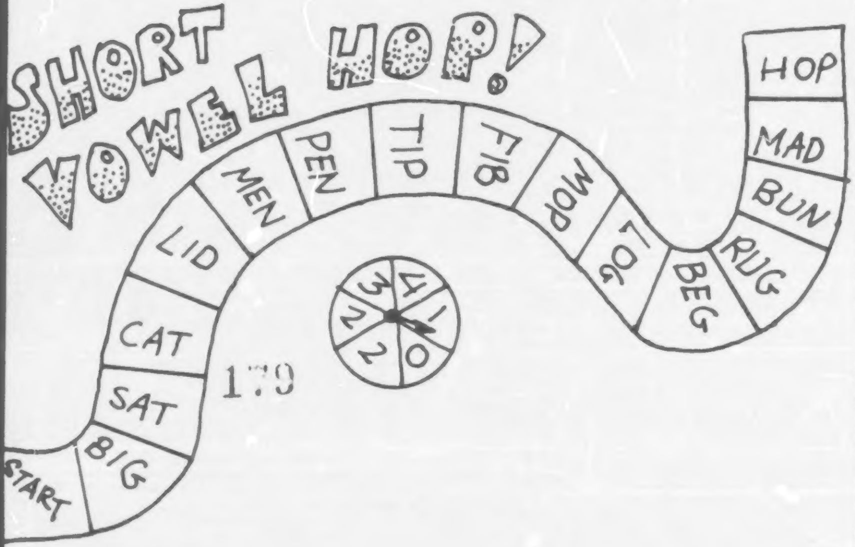
District Resources

Suggested Activities: Grade(s) 1

Title: Short Vowel Hop
Group Size: small
Materials: spinner, tagboard, felt pens, markers.

Procedure(s):

- Each player spins for a number. The player with the highest number is first.
- The first player spins. The number indicates how many "jumps" he/she may take.
- The player then reads the short vowel word he/she lands on.
- The next player then takes a turn.
- If a player cannot pronounce a word, or if he/she pronounces it incorrectly, the player must return to "Start".
- This procedure continues until a player reaches "Fun Hop". This player is the winner.


SHORT VOWEL HOP!
START
BIG
SAT
CAT
LID
MEN
PEN
TIP
FIB
MOP
LOG
BEG
RUG
BUN
MAD
HOP
1
2
2
3
4
0

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the short vowel sounds (ă, ĕ, ĭ, ŏ, ŭ). B. The student knows the short vowel pattern of one syllable words (cv̆c). C. The student is able to read one syllable words with the short vowel pattern (cv̆c), i.e., hat, red, pen, not, pin.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 1

Title:
Group Size: small group
Materials: work sheet

Procedure(s):

- Teacher reads orally a sentence which needs to be completed with a word that contains a short vowel sound.

  Example: (i)
  - Jack ran up the hill
  - My dog _____ a man on the arm.
  - The children began to _____ a hole.
  - John went to see his friend, _____.
  - A boat is something like a _____.
  - Jack will be a man when he is _____.
  - We may _____ this game today.
  - The ice was _____, and I fell in.
  - Did you _____ the prize?

Variation:

- To simplify this activity, teacher can supply a list of words containing short vowel sounds. Students then select the proper word from the list for the appropriate blank. Some words might be:

bit	Tim	thin	get
dig	ship	win	big

Suggested Monitoring Procedures

The student can tell which short vowel sound is heard in words said by the teacher.

The student is able to identify and name (write) short vowel sounds from pictures.

The student can match the vowel letters to pictures whose names contain a short vowel sound (both beginning and medial).

Given a list of words containing short vowel sounds, the student can decode the words.

Possible Resources

Teacher's Manual - District Adopted Material

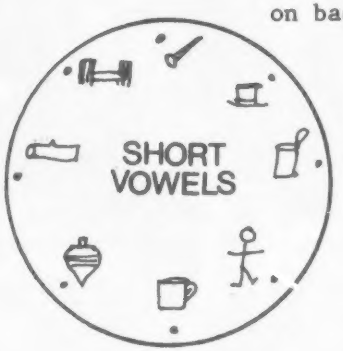
Center Stuff for Nooks, Crannies, and Corners, Forte, Pangle, Tupa 1973

Phonics in Listening, in Speaking, in Reading, in Writing, Louise Binder Scott and J. J. Thompson, Webster Division, McGraw-Hill Book Co., 1962

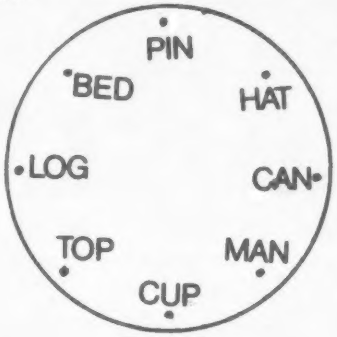
District Resources

Suggested Activities: Grade(s) 1

Title: Pinwheel
Group Size: pair
Materials: Round tagboard with pictures of short vowel words on front and words with short vowels on back.



FRONT



BACK

Procedure(s):

- First player puts pencil point through each hole and says the name of the picture above each hole.
- The second player holds the board and reads each word after the first player has stated the name of the picture. If he/she hasn't named the picture correctly, the second player gives the correct answer by reading the corresponding word on the back.
- After students complete the circle, they switch places.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the short vowel sounds (ă, ĕ, ĭ, ŏ, ŭ). B. The student knows the short vowel pattern of one syllable words (cv̆c). C. The student is able to read one syllable words with the short vowel pattern (cv̆c), i.e., hat, red, pen, not, pin.

State Goal 1

District Goal

Program Goal 2,3,5

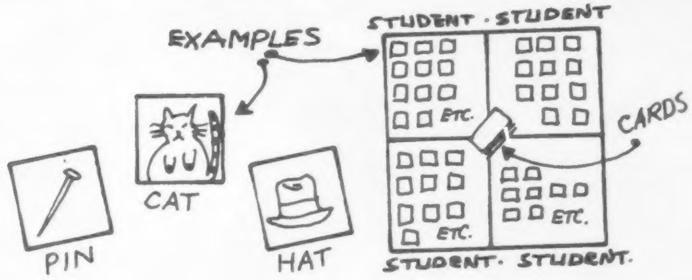
Related Area(s)

Suggested Activities: Grade(s) 1

Title: Short Vowel Blackout

Group Size: 2-4 players

Materials: A playing board divided into four equal parts, each part with pictures of various short vowel sounds; cards with words having short vowel sounds



Procedure(s):

- Students take their positions, each one "watching" one big square.
- The first player draws a card and puts it under the appropriate picture. If he/she doesn't have the picture, the card is put under the pile of cards in the center of the board.
- Students take turns until a student has found cards for all his/her pictures. That student is the winner.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Film: "What Are Letters For: Vowels". For purchase or rental from BFA Educational Media

Horrocks-Norwich Wordstudy Charts, Ginn and Company, 1958.

Sheldon Phonics Charts, Allyn and Bacon, Inc., 1964.

8 mm Sound Loops: "Pick the Right Sound - Short Vowels", "Pick the Right Word - Short Vowel Sounds", The Learning Corporation of America.

District Resources

Suggested Activities: Grade(s) 1

Title: Show Me Cards
Group Size: large or small
Materials: two tagboard cards for each player, list of words with short vowel sounds for teacher

Procedure(s):

- Teacher gives each student two cards.
- Student write a different vowel on each card.
- Students spread cards out on a table.
- The teacher says a word with a short vowel sound and the student/s hold up the card with the correct vowel sound.

Variation:

- Five cards each with a vowel sound may be given to each student.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

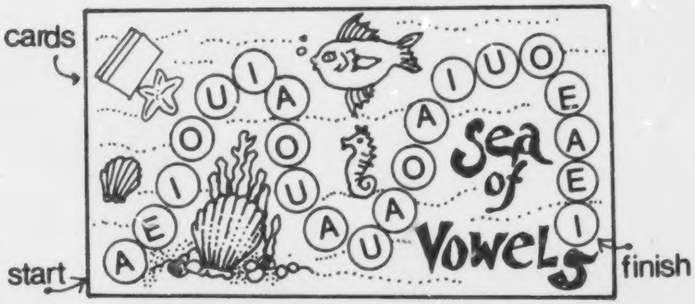
Student Learning Objective(s) A. The student knows the short vowel sounds (ă, ĕ, ĭ, ŏ, ŭ). B. The student knows the short vowel pattern of one syllable words (cv̆c). C. The student is able to read one syllable words with the short vowel pattern (cv̆c), i.e., hat, red, pen, not, pin.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
		Teacher's Manual - District Adopted Material

Title: Sea of Vowels
Group Size: 2-6 players
Materials: gameboard, markers, card with pictures of short vowel words.



Procedure(s):

- First player draws a card and says the name of the picture on the card. He/she names the short vowel in that word and moves to the correct short vowel on the board.
- If a player cannot name the short vowel of the word illustrated by the picture on the card, then he/she cannot move on the gameboard.
- The first player to reach "Finish" wins the game.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
191		192

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student knows the long vowel sounds (ā ē ī ō ū). B. The student knows the long vowel pattern of one syllable words (c$\bar{v}$c$\cancel{e}$). C. The student is able to read one syllable words with the long vowel pattern (cvc final e), i.e., make, Pete, pine, note, June.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s) __________

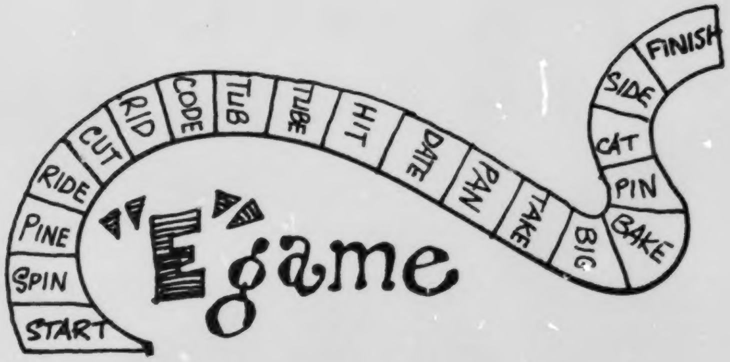
Suggested Activities: Grade(s) 1-2

N.B. Many of the short vowel activities work well for these objectives.

Title:	"E" Marker Game
Group Size:	5-6 players
Materials:	gameboard with some words having final e and some words not having final e, spinner, marker for each student.

Procedure(s):

- Each student places marker at start.
- Each player spins spinner to determine how many spaces to move. In order to move the marker player must pronounce the word on the space.
- The first player to reach "Finish" wins the game.



Suggested Monitoring Procedures

Possible Resources

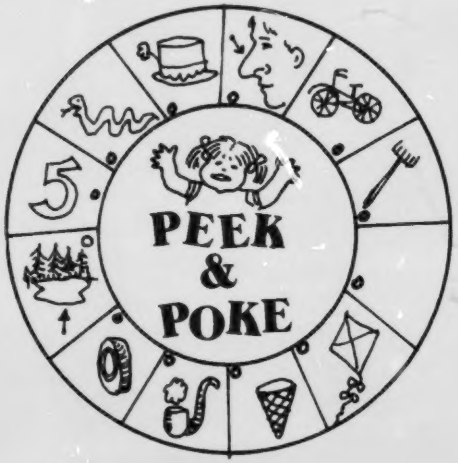
Teacher's Manual - District Adopted Material

Sound Filmstrip: "Long Vowel Sounds", McGraw-Hill Films

District Resources

Suggested Activities: Grade(s) 1-2

Title:
Group Size: 2 players
Materials: tagboard in the shape of an "e" with pictures of words illustrating final e words on front, and names of the pictures printed on the back.



Procedure(s):
- First player pokes through one of the holes with a pencil and pronounces and spells the word.
- The second player holds the tagboard and tells the first player if he/she is correct.
- Players complete all the holes in this manner and then switch places.

Variation(s):
- This activity may be adapted for long vowels, beginning or ending sounds, digraphs, blends, etc.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student knows the long vowel sounds (ā ē ī ō ū). B. The student knows the long vowel pattern of one syllable words (cv̄ce̸). C. The student is able to read one syllable words with the long vowel pattern (cvc final e), i.e., make, Pete, pine, note, June.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 1-2

Title: Long Vowel Flash Cards
Group Size: small or large group
Materials: cards with long vowel words printed on them

Procedure(s):

- Two teams are formed.
- Teacher flashes a card with long vowel word.
- The first player to read the word wins a point for his/her team.
- The team with the most points at the end of the game wins.

cage
pail
lake
rain
mule

snow
make
way
feel
fire

see
take
go
bowl
toe

note
bake
she
meet
tube

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 1-2

Title:
Group Size: small group
Materials: chalkboard, worksheet

Procedure(s):

- Teacher lists a few words on the board: pet, Pete, spin, spine, to illustrate long vowel/final e generalization.
- Students continue to list such word pairs on paper.

pin	pine	pan	pane
spin	spine	fat	fate
not	note	hop	hope
hat	hate	spit	spite

Extension:

- Flash cards may be used to reinforce long vowel/final e generalization. Student sees one side of card, $\boxed{\text{pin}}$ and must respond with "pine".
  front

  Teacher then shows the other side of card $\boxed{\text{pine}}$ to student for immediate feedback.
  back

Suggested Monitoring Procedures

Given a list of words containing the final e pattern, the student can decode the words.

The student can apply the long vowel, final e generalization when given a list of nonsense words.

Given both words (e.g. hat, hate) the student can spell them.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

State Goal	1
District Goal	
Program Goal	2,3,5

Student Learning Objective(s) The student is able to auditorily discriminate the long and short vowel sounds.

Related Area(s)

Suggested Activities: Grade(s) 1-2

Title:
Group Size: small group
Materials: chalkboard or work sheet

Procedure(s):

. This activity is to be used after initial instruction. Divide the activity into smaller parts as needed. Mark each word that has a short vowel sound.

cage	a	mess	e	Tim	i	body	o	musk	u
pail	a	meet	e	tin	i	boat	o	mud	u
can	a	men	e	tie	i	bowl	o	mule	u
day	a	meat	e	tip	i	bone	o	must	u
lake	a	hem	e	fish	i	mop	o	fruit	u
nail	a	heat	e	fine	i	mock	o	flute	u
bat	a	these	e	fin	i	mob	o	fun	u
bay	a	feet	e	find	i	most	o	fume	u
lake	a	pet	e	fire	i	toll	o	bug	u
rain	a	peach	e	fix	i	toad	o	bugle	u
bat	a	pen	e	fir	i	toe	o	bun	u
way	a	peel	e	fib	i	Tom	o	bump	u

Extension: This activity may be used as part of a second grade learning center. Students write a rule for every pattern they can find in the above list of words.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Phonics Book A, Modern Curriculum Press, 13900 Prospect Road, Cleveland, Ohio 44136

Films: "Reading Skills: Part I - Find the Vowels", "Reading Skills: Part II - Vowels and Their Sounds", available for rental from Audio-Visual Services, University Park, Pa.

Filmstrip Series: "Reading and Writing with Phonics" - Set I, "Orientation and the Alphabet, A Series", Creative Visuals, Inc.

Filmstrip: "Reading Readiness, Phonics II - A Series", BFA Educational Media

District Resources

Suggested Activities: Grade(s) 1-2

Title:
Group Size: small group
Materials: cards

Procedure(s):

- Take all the cards from the box. Sort the cards so that all short vowels are together and all the long vowels are together. Sort all the like sounds into stacks of words with a short a sound, short e sound, short o sound, short u sound, short i sound.

map
mane
peach
hem
tin
dime
coat
box
plum

cube
train
trade
feel
men
fix
pride
road
dock

jump
rule
grab
plant
deal
chest
spin
die
rose

doe
puff
music
lake
lap
deep
bend
miss
line

soap
lock
must
such
stack
stain
scene
them
whip

slice
stone
cot
hug
hunt
hope
hip
hidden
boat

Title:
Group Size: small group
Materials: work sheet

Procedure(s):

- Choose a word at the right of the sentence that has a short vowel sound. Write the word on the blank.
  - The boy wants a ____. (rake, skate, bat)
  - Linda wants a new ____. (cape, cap, pail)
  - Father put the money in a _____. (bank, plate)
  - Mother put a blue ribbon on her ________. (cake, cape, hat)
  - Joe bought a ______. (rake, drum, hoe)

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Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Kit: Instruction Book, 52 Phonetic Word Cards and Matching Picture Cards, 26 Phonograms, 26 Puzzle Words

Multimedia Kit: "The Phonics Story Series: Interactive Filmstrips in Sound", Educational Resources, Inc.

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student knows two successive vowels frequently represent one sound. B. The student knows the sound-symbol relationships of the following vowel combinations (vowel digraphs): ōa, ēe, āi, ēa, āy (first vowel usually is long and the second is silent). C. The student is able to read words with long vowel combinations (vowel digraphs, i.e., road, feed, rain, meat, say).

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

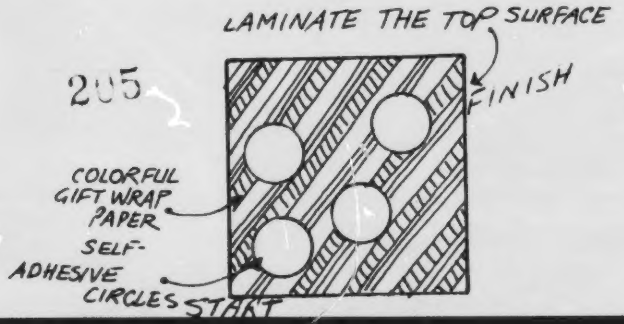
Suggested Activities: Grade(s) 1-2

Title:
Group Size: 3-4 players
Materials: blank* gameboard, cards with words having two vowels in each word, spinner with four numbers (1-4), markers

Procedure(s):

- Cards are placed face down in a pile on the gameboard.
- Player draws a card and reads the word on it. If he/she reads the word correctly, he/she spins the spinner and moves that number of places. If incorrect, player must wait until next turn.
- First player to reach "finish" wins.

*Note: A "blank" gameboard is made by gluing gift-wrap paper to cardboard. Self-adhesive circles are then placed on as the "steps" from "start" to "finish". The gameboard is then laminated for use with different activities.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

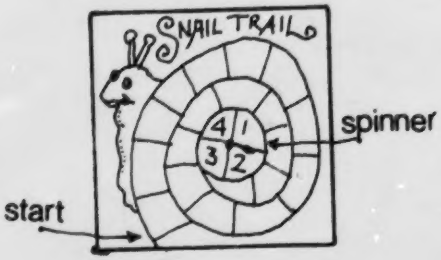
Filmstrip: "Reading and Writing with Phonics", Set 2: "Phonic Combinations - A Series", Creative Visuals, Inc.

Cards: "Blend and Digraphs: Mark-On, Wipe-Off Lesson Cards", Ideal School Supply

District Resources

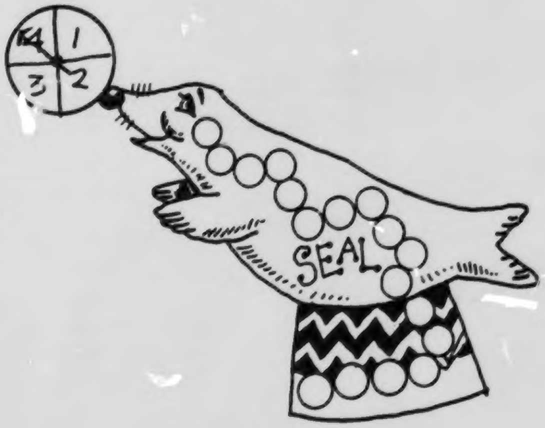
Suggested Activities: Grade(s) 1-2

Title: Seal or Snail Trail
Group Size: 2-4 players
Materials: gameboard, spinner or die, markers
Words with two successive vowels are printed on spaces on the board.



Procedure(s):
- First player spins spinner and moves that number of spaces indicated and then reads the word he/she lands on.
- If player cannot read the word correctly, he/she must go back to space where started.
- First player to reach "finish" wins the game.

Variation:
- Individual gameboard for these sounds can be made from a set of cut and paste dittoes and a set of playing cards.



Suggested Monitoring Procedures

The student will be able to read a list of words including these sounds.

Given a word, the student will be able to choose the correct sound listed on paper.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student knows two successive vowels frequently represent one sound. B. The student knows the sound-symbol relationships of the following vowel combinations (vowel digraphs): ōa, ēe, āi, ēa, āy (first vowel usually is long and the second is silent). C. The student is able to read words with long vowel combinations (vowel digraphs, i.e., road, feed, rain, meat, say).

State Goal	1
District Goal	
Program Goal	2,3,5

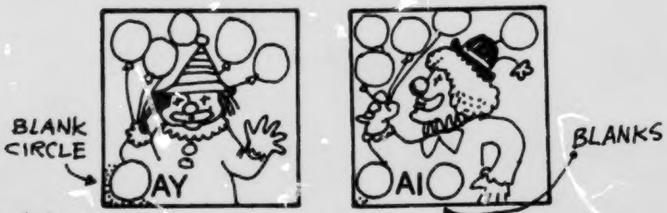
Related Area(s)

Suggested Activities: Grade(s) 1-2	Suggested Monitoring Procedures	Possible Resources
		Teacher's Manual - District Adopted Material

Title:

Group Size: 1-5 players

Materials: one clown card made from tagboard for each student, tagboard circles with beginning sounds and blends



Procedure(s):

- Students choose a clown card. Cut circles containing beginning sounds and blends are put face down on the table.
- First player chooses a circle. He/she puts it on circle on the clown's body and reads the word that is made. If the word makes sense, the circle is permanently put on one of the balloons. For example, if the child selected the circle "d" (ⓓ) and he/she put it on ⓓay, then ⓓ would go up and become a balloon.
- Play continues until all players fill in as many balloons as possible.

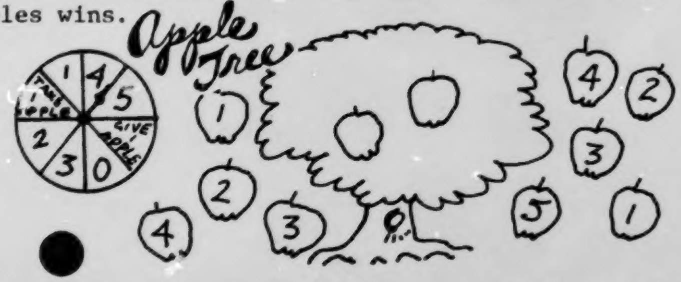
District Resources

Suggested Activities: Grade(s) 1-2

Title: Apple Tree
Group Size: 2-5 players
Materials: 25 cards cut in the shape of an apple. On one side of the card put a number from 1-5. On the other side of the card write a word containing a vowel digraph combination, e.g., oa, ee, ai, ea, ay.
spinner
tagboard apple tree (big enough for 25 apples)

Procedure(s):

- Scatter all cards around the apple tree with the number side facing up.
- The first player spins for a number and then locates an apple with that number.
- Player must then correctly read the word on the reverse side of the apple.
- If the player is correct, he/she puts his/her name on the apple and puts it on the tree.
- If a player spins a number and no apples remain with that number, the player skips a turn.
- If a player lands on "take one apple", the player can take one apple from any player and put his/her name on it.
- If a player lands on "give one apple", the player must return one of his/her cards to the playing area.
- Once all the apples have been put on the tree, the players count their apples. Player with the most apples wins.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student knows two successive vowels frequently represent one sound. B. The student knows the sound-symbol relationships of the following vowel combinations (vowel digraphs): ōa, ēe, āi, ēa, āy (first vowel usually is long and the second is silent). C. The student is able to read words with long vowel combinations (vowel digraphs, i.e., road, feed, rain, meat, say).

State Goal	1
District Goal	
Program Goal	2,3,5

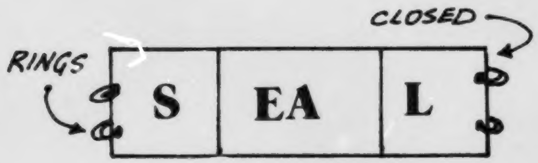
Related Area(s)

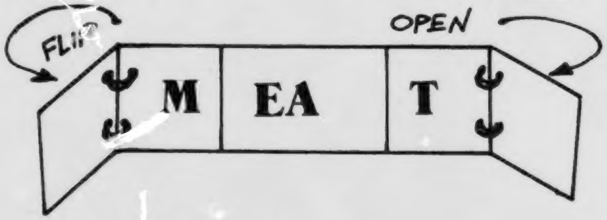
Suggested Activities: Grade(s) 1-2

Title: Folder Match

Group Size: individuals, pairs

Materials: tagboard: Middle piece of tagboard with vowel digraph is stationary. The outside pieces of tagboard are connected with rings and have a variation of endings and beginnings which can be flipped over to form different words.





Procedure(s):

- Student flips over letters and makes as many words as he/she can in the limited time allotment.
- Student with the most words wins.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 1-2

Suggested Monitoring Procedures

Possible Resources

Title:

Group Size: 2

Materials: gameboard, 40 tagboard cards numbered as follows:

10 cards numbered 1
5 cards numbered 2
10 cards numbered 3
10 cards numbered 4
5 cards numbered 5

40 word cards, one card for each of the following words:

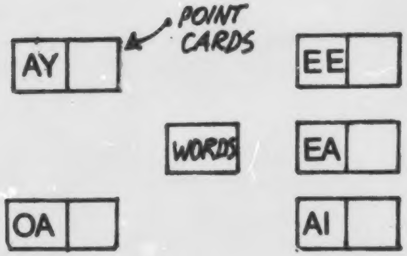
stray
clay
say
today
may
play
relay
delay

boat
float
soap
coat
creek
load
foam
deep

tree
meet
feet
fleet
see
jeep
teeth
creep

feat
meat
leap
beep
lean
seen
keen
dream

pain
lain
faint
paint
saint
stream
seem
team



- Teacher puts word cards in the center of the gameboard face down.
- Teacher puts eight point cards, face down, on each of the right hand boxes on the gameboard.

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student knows two successive vowels frequently represent one sound. B. The student knows the sound-symbol relationships of the following vowel combinations (vowel digraphs): ōa, ēe, āi, ēa, āy (first vowel usually is long and the second is silent). C. The student is able to read words with long vowel combinations (vowel digraphs, i.e., road, feed, rain, meat, say).

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s).

Suggested Activities: Grade(s) 1-2	Suggested Monitoring Procedures	Possible Resources
Procedure(s): . The first player draws a card and reads the word to another player. . The second player decides which of the boxes on the board has the same sound as is in the word card read. . If correct, the second player places the word card in the lefthand side of the box and takes the top point card for that box. . The second player draws a card and reads it to the first. . The first player decides which of the boxes on the board has the same sound as in the word read. If correct, the player places the word card on the board and draws a point card.		Teacher's Manual - District Adopted Material District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows blended (linked) sound made by the following vowel combinations (diphthongs): oi, oy, ou, ow, ew, au, aw. B. The student is able to read words with blended sounds made by the following vowel combinations (diphthongs), oil, boy, out, how, few, saw, haul.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: 2-6 players
Materials: a card for each player containing 5 words (or 4 by 4), all having diphthongs; markers to cover spaces

dew	boy	how	Paul	saw
noise	town	mound	haul	joy
house	meow	oil	how	pound
brown	hound	coy	found	few
sound	now	paw	cow	toy

Procedure(s):

- Caller or teacher says a diphthong and students cover a word with that sound on their card.
- When a student covers one column or one row he/she must read each word (in the row or column) correctly before being announced the winner.

Variation:

- This activity could be adapted for long and short vowel sounds, consonant blends, digraphs, beginning sounds, etc.

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Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Multimedia Kit: "Goldman-Lynch Sounds and Symbols Development Kit", American Guidance Service, Inc.

Sound Filmstrip: "Phonics in a Nutshell", Educational Electronics Inc.

District Resources

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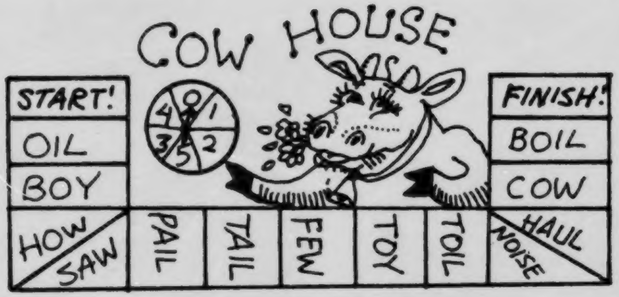
Suggested Activities: Grade(s) 2-3

Title: Cow House
Group Size: small group
Materials: tagboard gameboard, spinner, markers


COW HOUSE
START!
OIL
BOY
HOW
SAW
PAIL
TAIL
FEW
TOY
TOIL
NOISE
HAUL
COW
BOIL
FINISH!
1
2
3
4
5

Procedure(s):

- Player spins for a number and then moves that number of spaces on the board.
- Player must then pronounce the word correctly in order to stay on that particular space.
- If a player does not read the word correctly, he/she must go back to his/her last space.
- The first player to reach "finish" wins the game.

223

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

224

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

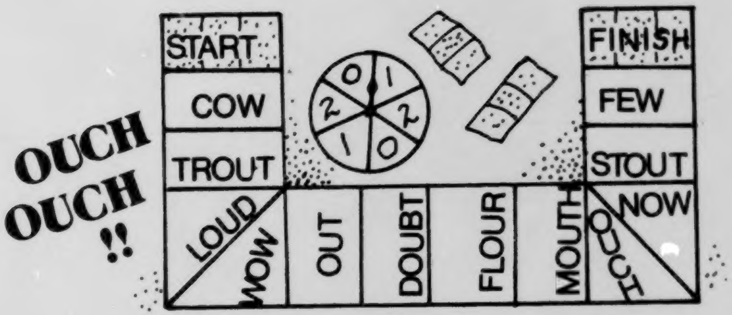
Student Learning Objective(s) A. The student knows blended (linked) sound made by the following vowel combinations (diphthongs): oi, oy, ou, ow, ew, au, aw. B. The student is able to read words with blended sounds made by the following vowel combinations (diphthongs): oil, boy, out, how, few, saw, haul.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2,3,5

Suggested Activities: Grade(s) 2-3

Title: Ouch, Ouch!
Group Size: small group
Materials: tagboard gameboard decorated with real or drawn bandaids, spinner, markers



Procedure(s):
- Player spins for a number and then moves that number of spaces on the board.
- Player must then pronounce the word correctly in order to stay on that particular space.
- If a player does not read the word correctly, he/she must go back to his/her last space.
- The first player to reach "finish" wins the game.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
227		228

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows the letter "r" following a vowel modifies the vowel sound (murmur sound), so it is neither long nor short, i.e., ar, are, air, ore, or, ear. B. The student is able to read words in which "r" modifies the vowel sound, i.e., car, care, fair, more, for, near.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Barn Yard

Group Size: 2-4 players

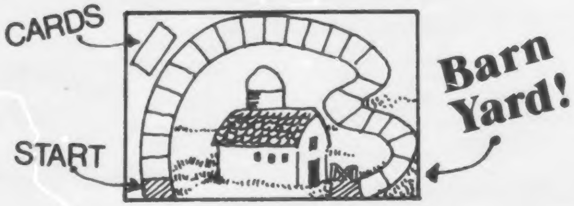
Materials: gameboard, plastic animal markers, word cards with ar words and with number in right-hand corner indicating the number of spaces to move:

car 3

go back 2

farm 2

smart 4



Procedure(s):

- Shuffle cards and place in a pile, face down, on the playing board.
- Player chooses top card on pile and reads the word. If he/she pronounces the word correctly, he/she may move the number of spaces indicated on the card.
- If a player does not pronounce the word correctly, he/she must move back the number of spaces indicated on the card.
- The first player to reach the barn wins.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

MALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

State Goal	1
District Goal	
Program Goal	2,3,5

tudent Learning Objective(s) A. The student knows er, ir, or, ar, ur may have the sound of er.

. The student is able to read words with the "er" sound, i.e., her, fir, dollar, hurt, work.

elated Area(s)

uggested Activities: Grade(s) 2-3

Title: Tower Treasure
Group Size: 2-4 players
Materials: gameboard with 30 or more spaces with one of the following "er" sounds written on each space: er, ir, ar, ur, or; 25-30 cards with words containing the various "er" sounds; markers

rocedure(s):

. Shuffle cards and put on pile, face down, on gameboard.
. Player picks top card and reads the word written on it. If he/she pronounces the word correctly, he/she moves to the nearest space on the gameboard with the particular "er" sound corresponding to the one in the word the player read correctly.
. Player stays in same space if he/she cannot read word correctly.
. The first player to reach the "treasure" first is the winner.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Structural Analysis - Rhyming Endings (Phonograms)

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. identify common word patterns (rhyming endings or phonograms) as an aid in reading unfamiliar vocabulary, i.e., first grade: an, ate, ail, able, ake, all, ent, eat, oad, ill; second/third grades: ange, ark, eeze, ough, ight.	115	1-3					
. use the knowledge of word patterns as an aid to reading unfamiliar vocabulary.	115	1-12					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to identify common word patterns (rhyming endings or phonograms) as an aid in reading unfamiliar vocabulary, i.e., first grade: an, ate, ail, able, ake, all, ent, oad, ill; second/third grades: ange, ark, eeze, ough, ight. B. The student is able to use the knowledge of word patterns as an aid to reading unfamiliar vocabulary.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1

Title: Rhyme Match
Group Size: entire class
Materials: cards, felt pens

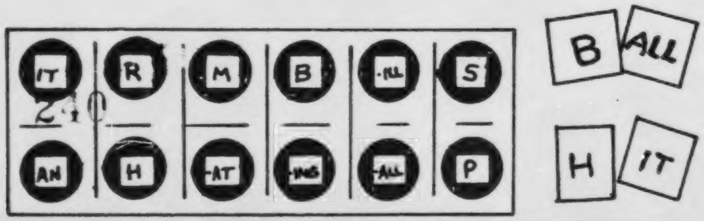
Procedure(s):

- Half the class receives cards with consonant sounds (c,f,h,m); the other half, word families (such as ill, all, at).
- The students holding consonant cards pass through the class to find their partner and make a word.
- As partners are found, they tell the word made by combining their cards (call, cat, ball, hat, etc.).

Title: Make-a-Rhyme
Group Size: individual
Materials: egg cartons, cards with beginning consonants and cards with word families

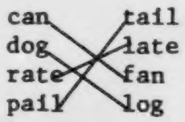
Procedure(s):

- Each compartment of the egg carton contains several cards with the same single consonant or word family written on it.
- Students take carton filled with cards to desks.
- At desk students remove consonant cards and word family cards and combine them to ~~make~~ as many words as possible.



Suggested Monitoring Procedures

- Give the student a list of words, some of which contain the phonogram which has been studied. Have him/her identify those words which have common word parts.
- From two lists of words, have the student match (draw lines) from the word in the first list that has the same phonogram as a word in the second list.



Possible Resources

Teacher's Manual - District Adopted Material

Kit: "Rhyming Word Game", Judy Co.

Kit: "Pictures That Rhyme", Milton Bradley Co.

Game: "Fun With Rhymes", Judy Co.

Duplicating Master: "Rhyming Kittens", The Instructo Corp.

District Resources

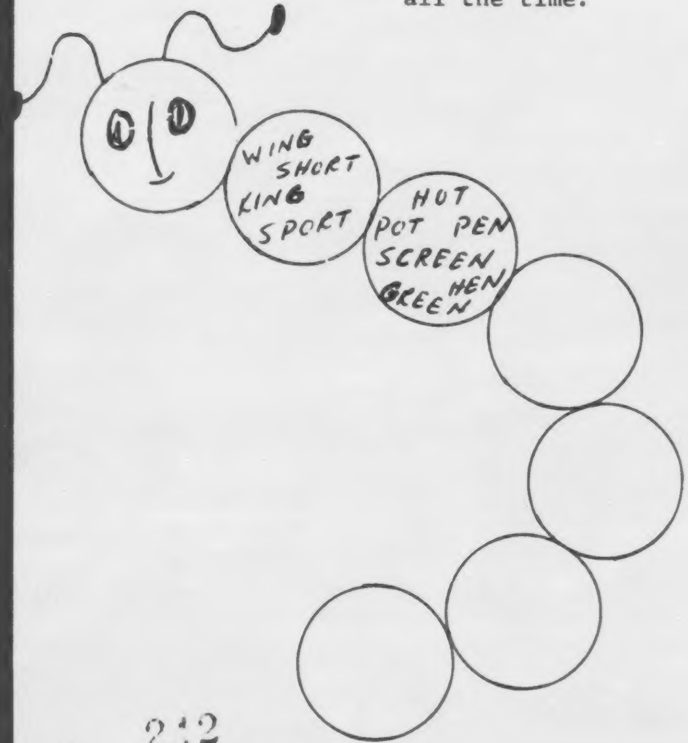
Suggested Activities: Grade(s) 1

Title: Ug, the Rhyming Bug
Group Size: individual
Materials: newspapers, construction paper, scissors, paste

Procedure(s):

. Students cut circles from construction paper. Make a bug. Cut rhyming words from newspaper and place word families in different segments of the bug's body.

Hi!
My name is UG,
the Rhyming Bug!
Please feed me
words that rhyme.
I'll be happy
all the time.



Suggested Monitoring Procedures

Sample Test Items:
The student is able to read words with common word parts: (call, ball, hill, stick, cut, paint, bed, hot, pen, ring).

Teacher Observation:
During a reading session the teacher will observe if the student is applying knowledge of word patterns in decoding new vocabulary.

Possible Resources

Teacher's Manual - District Adopted Material

Teddy Baer - Newspaper in the classroom, Bellevue School Dist.

Film: 8mm. Sound Loop: "Rhymes - Auditory Discrimination", Learning Corporation of America

Kit: "Riddle, Riddle, Rhyme Time", Dexter and Westbrook, Ltd.

Sound Filmstrip: "Reading for Fun - A Series", Eye Gate House, Inc.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to identify common word patterns (rhyming endings or phonograms) as an aid in reading unfamiliar vocabulary, i.e., first grade: an, ate, all, able, ake, ent, oad, ill; second/third grades: ange, ark, eeze, ough, ight. B. The student is able to use the knowledge of word patterns as an aid to reading unfamiliar vocabulary.

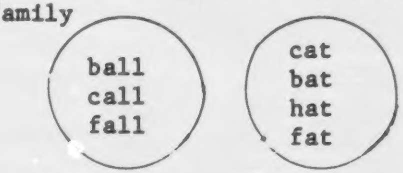
Related Area(s) Language Arts.

State Goal	1
District Goal	
Program Goal	2,3,5

Suggested Activities: Grade(s) 1

Variations:

- Each section of the worm's body could be used for a separate word family



- Words can be printed in by students rather than cut from newspapers.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Teddy Bear - Newspaper in the classroom, Bellevue School Dist.

Film: 8mm Sound Loop: "Rhymes - Auditory Discrimination", Learning Corporation of America

Kit: "Riddle, Riddle Rhyme Time", Dexter and Westbrook, Ltd.

Sound Filmstrip: "Reading for Fun - A Series", Eye Gate House

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to identify common word patterns (rhyming endings or phonograms) as an aid in reading unfamiliar vocabulary, i.e., first grade: an, ate, ail, able, ake, all, ent, eat, oad, ill; second/third grades: ange, ark, eeze, ough, ight. B. The student is able to use the knowledge of word patterns as an aid to reading unfamiliar vocabulary.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s) ____________________

Suggested Activities: Grade(s) 2-3

Title:	Person No-Rhyme
Group Size:	small group (3, 4 or 5)
Materials:	33 cards (eight sets of four matching rhyming words and one Person No-Rhyme card)

Procedure(s):

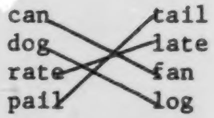
- Distribute cards equally to three, four or five pupils and instruct them to try to make books by getting four rhyming words (as in "Old Maid"). After the cards are distributed, each student may take from his/her hand all "books," turn the cards up and pronounce the rhyming words. He/she may then place them on the table in front of him/her. The game progresses as players draw from the cards of the person on their left. As "books" are formed, they are shown, read and discarded. The player left with the odd card is Person No-Rhyme and the player with the most "books" is the winner.

Person No-Rhyme

Other cards include the words: red, bed, fed, rat, bat, led, cat, hat, pin, fin, sin, ring, ding, sing, wing, man, fan, tar, mar, far, jar, sat, mat, fat, pat, tin, pan, tan, ham, Sam, tam, jam.

Suggested Monitoring Procedures

- Give the student a list of words, some of which contain the phonogram which has been studied. Have him/her identify those words which have common word parts.
- From two lists of words have the student match (draw lines) from the word in the first list which has the same phonogram as the word in the second list.



Possible Resources

Teacher's Manual - District Adopted Material

Teddy Baer - Newspaper in the classroom, Bellevue School Dist.

Film: 8mm Sound Loop: "Rhymes - Auditory Discrimination", Learning Corporation of America

Kit: "Riddle, Riddle Rhyme Time", Dexter and Westbrook, Ltd.

Sound Filmstrip: "Reading for Fun - A Series", Eye Gate House, Inc.

District Resources

Suggested Activities: Grade(s) 3-4

Title: Rhyme Concentration
Group Size: pair, small group
Materials: large game board (or pocket chart), sets of cards that have rhyming endings

Procedure(s):

- Make a large game board, or a pocket chart for use with groups.
- Make sets of cards that have rhyming words.
- Place cards, face down, on the board.
- Taking turns, the first player turns over two cards. The player reads the words. If the words rhyme, he/she keeps both cards and the spaces are filled with any extra cards. If the two words do not rhyme, they are returned to the game board, face down.
- The game continues, each player taking turns, until all the rhyming word cards are matched and removed from the board.

Title: Make-a-Rhyme
Group Size: individual
Materials: egg carton cards with beginning consonants and cards with word families

Procedure(s):

- Each compartment of the egg carton contains several cards with the same single consonant or word family written on it.
- Students take carton filled with cards to their desks.
- At their desks students remove consonant cards and word family cards and combine them to make as many words as possible.

Variation:

- If more than one student plays, this activity could be timed. The student who make the most words in the least amount of time wins.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Teddy Baer - Newspaper in the classroom, Bellevue School

Film: 8mm Sound Loop: "Rhymes - Auditory Discrimination", Learning Corporation of America

Kit: "Riddle, Riddle Rhyme Time", Dexter and Westbrook, Ltd.

Sound Filmstrip: "Reading for Fun - A Series", Eye Gate House, Inc.

District Resources

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Structural Analysis - Syllables Compound Words

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
Syllables							
. each syllable has a vowel sound.	123-	1-3					
*. when there are twin or double consonants in a word the word is divided into syllables between the consonants (lit/tle, num/ber) and the vowel sound is short or a schwa.	131	2-3					
*. when a word has only one consonant coming between two vowels, either the word is divided before the consonant and the vowel sound is long, i.e., pu/pil, ti/ger, fi/nal; or the word is divided after the consonant and the vowel sound is short, i.e., fin/ish, lem/on, mod/ern.	131	2-3					
Compound Words							
. a compound word is composed of two or more words that combine their meaning to form a new word and is written as one word.	133-	1-3					
The student is able to:							
Syllables							
*. auditorily identify the number of syllables in words.	123-	1-3					
. apply syllable generalizations in decoding new words.	131	2-3					
Compound Words							
*. identify the two separate words in a compound word.	133-	1-3					
. develop compound words from two or more words.	133-	1-3					
. apply the knowledge and skills about syllables and compound words to reading.		1-12					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows each syllable has a vowel sound.

B. The student is able to auditorily identify the number of syllables in words.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Clap-A-Sound
Group Size: small group
Materials: word list from series being used

Procedure(s):

- Teacher pronounces a one or two syllable word. The student listens, then responds by clapping the number of syllables he/she hears.

Title: Syllable Flip-Up
Group Size: small group
Materials: . deck of word cards (see list below) . cards for each player labeled one syllable, two syllables . method of scoring points

Procedure(s):

- Place the deck of word cards in a pile face down.
- Give each player cards labeled with the words one syllable, two syllables.
- Direct one player to flip up a word card. Each player then holds up a card with the number of syllables they think is in the word.
- The player holding up the correct card scores one point.
- The game continues for a specified time, and the player with the most points wins.

Suggested words for the cards:

go
water
summer
work
little

sad
glad
rider
farmer
ribbon

play
and
into
is
yes

come
dented
hunter
went
pencil

Suggested Monitoring Procedures

The teacher reads from a list of multi-syllable words. The student must tell how many syllables in each word.

Each student has a numbered sheet of paper. Teacher pronounces a word and the student writes the number of syllables beside the appropriate number.

Keep records.

Possible Resources

Teacher's Manual - District Adopted Material

Center Stuff for Nooks, Crannies and Corners, Forte, Pangle, Tupa, 1973

Kids' Stuff - Reading and Language Experiences - Primary Level, Forte, McKenzie, 1969

Film: "Reading Improvement: Word Recognition Skills", Coronet Instructional Films

Film: "Word Wise: Word Families", BFA Educational Media

District Resources

Suggested Activities: Grade(s) 1

Title:
Group Size: individual
Materials: work sheet or chalkboard

Procedure(s):

. Complete this story by filling the two syllable words in the blanks.

One day we went to the ________.
lake, circus, store
We ______ very early.
left, walked, arrived
Once there we bought our ______.
tickets, dog, crackerjacks
First we saw the ________.
clowns, elephants, horses
They were _______.
tame, pretty, wild

. Draw a part of the circus you would like to see.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that each syllable has a vowel sound.

B. The student is able to auditorily identify the number of syllables in words.

State Goal 1

District Goal

Program Goal 3,5

Related Area(s) Environmental Education, Language Arts, Spelling

Suggested Activities: Grade(s) 2-3

Title: Syllable Flip-Up

Group Size: small group

Materials: . deck of word cards (see list below) . cards for each player labeled one syllable, two syllables, three syllables, four syllables

Procedure(s):

- Place the deck of word cards in a pile face down.
- Give each player cards labeled with the words one syllable, two syllables, three syllables, and four syllables.
- Direct one player to flip up a word card. Each player then holds up a card with the number of syllables they think is in the word.
- The player holding up the correct cards scores one point.
- The game continues for a specified time, and the player with the most points wins.

Words for the cards:

Monday
pretty
sad
glad
flower
poem
ranch
pencil
sandwich
hero
graceful
question
straight
alligator
because
horseback
rider
automobile
picture
alphabet
classroom
lawnmower
piano
whistle
warmest
scarf
common
shivering
terrible
weaker
butterfly
hospital
emergency
helpful
linoleum
hippopotamus
elephant
ribbon
people
watchful
mistake
whole
delightful
station
play
understand
important
drier
caged
narrow
easily
footprint
spends
puzzle
smaller
correct
rhymes
bare
lettuce
beginning

Variation:
Students could compile their own worksheets.

Suggested Monitoring Procedures

The teacher reads from a list of multi-syllable words. The student must tell how many syllables in each word.

Each student has a numbered sheet of paper. Teacher pronounces a word and the student writes the number of syllables beside the appropriate number.

Keep records.

Possible Resources

Teacher's Manual - District Adopted Material

Center Stuff for Nooks, Crannies and Corners, Forte, Pangle, Tupa, 1973

Kids' Stuff - Reading and Language Experiences - Primary Level, Forte, McKenzie, 1969

Film: "Reading Improvement: Word Recognition Skills", Coronet Instructional Films

Film: "Word Wise: Word Families", BFA Educational Media.

District Resources

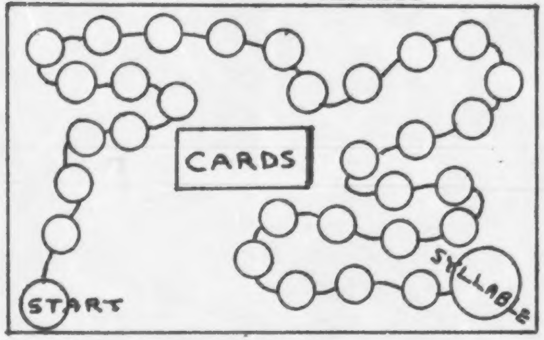
Suggested Activities: Grade(s) 2-3

Title:
Group Size: individual
Materials: paper, pencil

Procedure(s):

- . Write a sentence containing all one syllable words.
- . Now do one with all two syllable words.
- . Can you do a three syllable word sentence?

Title: Syllable Champ
Group Size: pair, small group
Materials: game board, word cards containing one and multi-syllable words, markers



Note: You may use the words from Syllable Flip-Up game or make up the list from words currently being studied.

Procedure(s):

- . Place the deck of word cards in a pile face down.
- . One at a time players draw a card and move one space for each syllable in the word. If the answer is incorrect, they move back two spaces.
- . The player to reach the Syllable Champ circle is the winner.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that each syllable has a vowel sound.

B. The student is able to auditorily identify the number of syllables in words.

State Goal	1
District Goal	
Program Goal	3,5

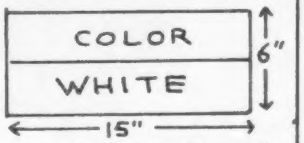
Related Area(s) Environmental Education, Language Arts, Spelling

Suggested Activities: Grade(s) 2-3

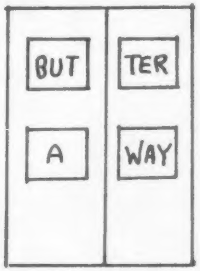
Title: Snip a Syllable
Group Size: entire class, small group
Materials: white and colored construction paper, scissors, paste, crayon for each student, 3"x5" word cards (5 for each student)

Procedure(s):

- Teacher cuts white construction paper approximately 6"x15" wide (one for each student)
- Teacher cuts strips of colored construction paper approximately 3"x5" wide.
- Teacher or students paste the colored paper to the left portion of the white construction paper.



- Teacher writes two-syllable words on each word card. The words may follow the same patterns: yellow, better, manner, puppy or the words may be different patterns: yellow, market, away, something, etc.
- Follow the procedure which best fits the needs of the students.
- Give each student a container with scissors, paste, crayon, combination color and white paper strip, and five word cards.
- Each student is to take a word card and cut the card between the two syllables; paste the first syllable on the colored part of his/her paper and the second syllable on the white part; then, using his/her crayon, place the accent mark in the correct place.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Game: "Link Letters", CENCO Educational Aids

Handbook in Corrective Reading: Basic Tasks, Ruth Gallant, 1970

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Possible Resources

Title: Word Box
Group Size: individual
Materials: small box with one, two, and three syllable words written on 3"x5" cards. Directions for activity written on box.

Procedure(s):

- In a small, flat box place words of one, two and three syllables written on 3"x5" cards. Place these directions on the top of the box: Put these words into three rows according to the number of syllables they contain. Put syllables with one syllable in the first row; words with two syllables in the second row and words with three syllables in the third row. After you have done this, put the words in alphabetical order in each row. Check your work by looking at the answer sheet on the inside of the box top.
- Place a card in an envelope marked "answers" on the inside of the box top.

Example: (answer card)

box	better	happily
come	football	yellow
name	lovely	tornado
sad	market	

Variation: This activity may be used as a self-checking manipulative bulletin board.

Words	Answers	How Many Syllables?		
		one	two	three

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that each syllable has a vowel sound.

B. The student is able to auditorily identify the number of syllables in words.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s) Environmental Education, Language Arts, Spelling

Suggested Activities: Grade(s) 2-3

Title: Syllable Search
Group Size: individual
Materials: work sheet

Procedure(s):

- Say the word, decide how many syllables are in the word, write the number of syllables in the column next to the word. In the last column write a new word containing the same number of syllables as indicated in the preceding column.

	syllables	new word
purple	2	happy
caterpillar		
folder		
zebra		
lemonade		
lollipop		
baseball		
chimpanzee		
sunshine		
boy		
piano		
cloudy		
simple		
happily		
sour		
desk		

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

uggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Possible Resources

Variation: Teacher says search word. The student writes the number of syllables on the line following the word.

always	___	leaf	___
squirrel	___	chipmunk	___
ladder	___	acorn	___
suddenly	___	behind	___
forever	___	wonderful	___
puppy	___	goat	___
country	___	handkerchief	___
picnic	___	shoe	___
earring	___	table	___

Title: Haiku
Group Size: individual, small group
Materials: chalkboard, paper, pencil

Procedure(s):

- Have students write about nature using Haiku - the traditional Japanese poem which has a strict rhythm. Line 1 - 5 syllables; line 2 - 7 syllables; line 3 - 5 syllables.

  Example:

  Little ladybug
  Bright red in sea of green
  Blue sky for swimming

Title: Cinquain
Group Size: individual, small group
Materials: chalkboard, paper, pencil

Procedure(s):

- Have students write about the environment using Cinquain. Title - 2 syllables; line 1 - 4 syllables (adjectives); line 2 - 6 syllables (verbs); line 3 - 8 syllables (feelings); line 4 - 2 syllables (synonym of title).

  Example:

  Cattails
  Brown, tan, light brown
  swaying, bending, blowing
  smooth, hard, puffy when breaking out
  a weed.

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOL PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that when there are twin or double consonants in a word the word is divided into syllables between the consonants (lit/tle, num/ber) and the vowel sound is short. B. The student knows that when a word has only one consonant coming between two vowels, either the word is divided before the consonant and the vowel sound is long, i.e., pu/pil, ti/ger, fi/nal; or the word is divided after the consonant and the vowel sound is short, i.e., fin/ish, lem/on, mod/ern. C. The student is able to apply syllable generalizations in decoding new words.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3

Suggested Activities: Grade(s) 2-3

Title: Syllable Detective
Group Size: individual, small group
Materials: word cards, chalkboard or pencil and paper

Procedure(s):

- On a number of cards, teacher prints a word on one side and the same word divided into syllables on the back: pupil, pu/pil. The cards are placed in a pile in the center of the table, front side up. First player takes the top card and tells (or shows by writing on paper or chalkboard) where the word would be divided into syllables. He/she then checks his/her work by looking at the back of the card. If the player was correct, he/she keeps the word card and the next player gets a turn. If the player was incorrect, he/she puts the card on the bottom of the pile and the next player gets a turn. When all the cards are gone, the player with the most cards is the winner.

Suggested Monitoring Procedures

Give each student a work sheet containing ten appropriate words. Tell them to make a line between the syllables in the words. The student should correctly indicate the syllabication of all words. The teacher then has each student read each word to check on the correct vowel sound.

Meet individually with the students. Show them words written on cards. The student should indicate where the word is syllabicated and should pronounce it correctly.

Objectives B and C can be monitored by observation during the reading lesson or by having the student read a list of new words with both long and short vowels.

Possible Resources

Teacher's Manual - District Adopted Material

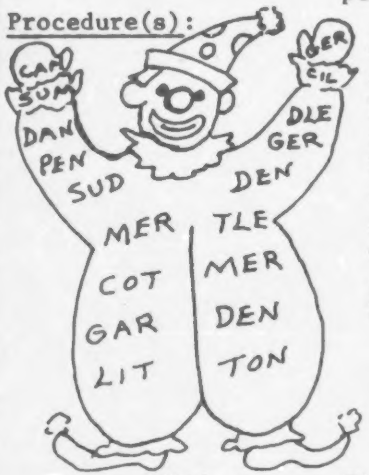
Locating and Correcting Reading Difficulties, Eldon E. Ewall, Merrill Publishing Co., 1970

District Resources

Suggested Activities: Grade(s) 2-3

Title: Syllable Match
Group Size: individual, small group
Materials: chart (see illustration) paper, pencil

Procedure(s):



On a large figure (such as a clown) print syllables that can be matched to make words. Print the beginning syllables on the left side of the clown and the ending syllables on the right side. As the players make the words, they may write them on paper, putting a slash mark between the two syllables.

can/dle
sum/mer
pen/cil
sud/den
mer/ger
cot/ton
gar/den
lit/tle

Title: Find Your Partner
Group Size: small group
Materials: 3"x5" cards with single syllables printed on each (see list below)

Procedure(s):

- On 3"x5" cards print syllables which can be joined together to form words. Print one syllable on each card.
- Distribute syllable cards, one to each student. Students move through the group to see if they can make a word by combining their card with a card held by another student.
- If one or more syllables is left over, participants must regroup until all syllables have been used.

par	ty	doc	tor
bun	ny	teach	er
sur	prise	din	ner
ap	ple	but	ter
den	tist	on	ly
gar	den	gob	lin
hap	py	cook	ies
o	pen		

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows a compound word is composed of two or more words that combine their meaning to form a new word and is written as one word. B. The student is able to identify the two separate words in a compound word. C. The student is able to develop compound words from two or more words.

State Goal	1
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) 1

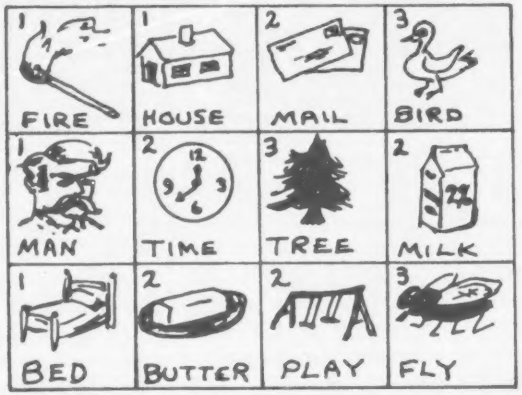
Title: Compound Word Game
Group Size: individual, pairs
Materials: tagboard, plastic tablecloth, beanbags

Procedure(s):

- Have students practice building compound words and addition.
- Student tosses two beanbags trying to make a compound word. If successful he/she adds up the numbers on the picture word squares and records the sum on a paper or blackboard. Player can decide sum of final score which wins the game.

Variation:

- Student subtracts number sum on squares from existing score if unable to make word.



Variation:
This activity could be played like the game, "Concentration". A card would cover each square and a student would lift cards until a "match" was made.

2

Suggested Monitoring Procedures

Student should be able to make several compound words from individual words.

Student can identify the two words used to form each compound word.

Teacher gives the student card on which five compound words are written. The student must read four of the five correctly. Then give a student a card on which the parts of compound words are written separately. The student must be able to make at least four compound words from the parts.

Given a sheet containing many parts of compound words, the student will write five compound words.

The student is able to combine and form compound words from two lists of familiar words.

Possible Resources

Teacher's Manual - District Adopted Material

Kids' Stuff - Reading and Language Experiences, Intermediate- Junior High, Imogene Forte, Marjorie Frank by MacKenzie, 1973

Instructional Objectives Exchange Reading K-3, 1970

English Language Arts Reading Section - The University of the State of New York, K-12, reprint 1972

District Resources

276

Suggested Activities: Grade(s) 1

Title: Beanbag Compounds
Group Size: small group
Materials: plastic tablecloth, posterboard

Procedure(s):

- Make a large mat like the one below, using an old plastic tablecloth or posterboard, covered or sprayed with plastic.

sun	loud	house	class
time	boat	out	base
air	size	way	room
watch	man	fly	book

- Provide one or two beanbags.
- Standing three feet from edge of mat, each student throws a beanbag at the mat. Student must use the word on which it falls as part of two different compound words, i.e., classmate, classroom.
- Players take alternate turns, trying each time to make different compounds from those which have been used before.

Variation:
A laminated tagboard could be made with many more words printed on it. With eyes closed, student places a button on the board. He/she then opens eyes and pronounces the word, forms a compound word, and uses the compound word in a sentence.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Pocket Full of Reading by Fairwood Elementary, Kent, available from Margaret Olson, SPI

Discover New Ways - Centers Games Tasks Alternatives for Learning by Virginia Hamilton and Charlotte Fischer

Fun and Games by Frank Schaeffer, 26616 Indian Peak Rd., Palos Verdes Peninsula, California 90274, 1973 copyright

Another Cycle in Moving, Maryann Goodrich Educational Assoc., 3311 South Broadway, Englewood, Colorado 80110

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows a compound word is composed of two or more words that combine their meaning to form a new word and is written as one word. B. The student is able to identify the two separate words in a compound word. C. The student is able to develop compound words from two or more words.

State Goal	1
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Title: Compound Words
Group Size: small group, entire class
Materials: work sheet, chalkboard, chart, etc.

Procedure(s):

- Identify the two words used to form these compound words.

grandfather
farmyard
something
goldfish

butterfly
bedtime
cowboy
classroom

Answers:

grand father
farm yard
some thing
gold fish

butter fly
bed time
cow boy
class room

Title: Compound Word/Card Match
Group Size: individual, 2-4
Materials: one set of 16 cards for each player. Cards are marked with "half" of compound word.

Procedure(s):

- Players make compound words from cards. First player done wins. All 16 cards should form matches.

Possible Resources

Teacher's Manual - District Adopted Material

Film: "Word Wise: Compound Words", BFA Educational Media

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1- 3

Student Learning Objective(s) A. The student knows a compound word is composed of two or more words that combine their meaning to form a new word and is written as one word. B. The student is able to identify the two separate words in a compound word. C. The student is able to develop compound words from two or more words.

State Goal	1
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) 1-3

Title: Compound Words
Group Size: entire class, small group
Materials: work sheet, chalkboard, chart, etc.

Procedure(s):

- Form as many compound words as possible by combining words from both of the following columns.

(A)	(B)	Answers:
cow	one	cowboy
doll	boy	dollhouse
some	dog	someone
hot	house	hotdog
		hothouse

Title: Extension Activities
Group Size: entire class, small group
Materials: picture, objects, word cards

Procedure(s):

- Extend the use of compound words. Help students discover names of objects in the room that are compound words such as chalkboard, wastebasket.
- Have students divide words and discuss the meaning of their parts.
- Compare meaning of compound word (cowboy) with meaning of parts: cow and boy.
- Use the words in sentences.
- Have the students divide the words and define the parts.
- Use pictures and the sentences on the bulletin board.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

285

286

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows a compound word is composed of two or more words that combine their meaning to form a new word and is written as one word. B. The student is able to identify the two separate words in a compound word. C. The student is able to develop compound words from two or more words.

State Goal	1
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Beanbag Compounds
Group Size: small group
Materials: plastic tablecloth, posterboard

Procedure(s):

- Make a large mat like the one below, using an old plastic tablecloth or posterboard, covered or sprayed with plastic.

sun	loud	house	class
time	boat	out	base
air	size	way	room
watch	man	fly	book

- Provide one or two beanbags.
- Standing three feet from edge of mat, each student throws a beanbag at the mat. Student must use the word on which it falls as part of two different compound words, i.e., classmate, classroom.
- Players take alternate turns, trying each time to make different compounds from those which have been used before.

Suggested Monitoring Procedures

Teacher gives student a card on which five compound words are written. The student must read four of the five correctly. Then give a student a card on which the parts of compound words are written separately. The student must be able to make at least four compound words from the parts.

Give a sheet containing many parts of compound words. The student will write five compound words.

Student should be able to make several compound words from individual words.

Student is able to identify the two words used to form each compound word.

The student is able to combine and form compound words from two lists of familiar words.

The student is able to find several compound words in a given story or book.

Possible Resources

Teacher's Manual - District Adopted Material

Kids' Stuff - Reading and Language Experiences, Intermediate - Jr. High, Imogene Forte, Marjorie Frank, by Mackenzie, 1973

Instructional Objectives Exchange Reading, K-3, 1970

English Language Arts, Reading Section, The University of the State of New York, K-12, reprint 1972

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

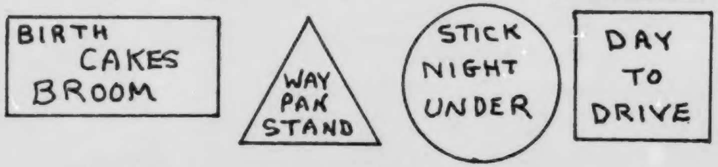
Possible Resources

Title: Compound Your Words
Group Size: individual, entire class
Materials: ditto

Procedure(s):

- Read a sentence with blanks. Find the same sentence number describing two geometric forms. Find the geometric forms.

. square + circle	. We will sleep ________.
. triangle + rectangle	. Let's eat ________.
. square + triangle	. A car is in the ________.
. rectangle + circle	. A witch is on a ________.
. circle + triangle	. I ________ how to do it.
. rectangle + square	. When is your ________.



Title: Compound Words
Group Size: entire class, small group
Materials: work sheet, chalkboard, chart, etc.

Procedure(s):

- Identify the two words used to form these compound words.

  - grandfather
  - farmyard
  - something
  - goldfish
  - butterfly
  - bedtime
  - cowboy
  - classroom

Answers

  - grand father
  - farm yard
  - some thing
  - gold fish
  - butter fly
  - bed time
  - cow boy
  - class room

Teacher's Manual - District Adopted Material

Pocket Full of Reading, by Fairwood Elementary, Kent, available through Margaret Olson, SPI

Discover New Ways - Centers Games Tasks Alternatives for Learning, by Virginia Hamilton and Charlotte Fischer

Fun and Games by Frank Schaeffer, 26616 Indian Peak Road, Palos Verdes Peninsula, California, 90274, copyright, 1973

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows a compound word is composed of two or more words that combine their meanings to form a new word and is written as one word. B. The student is able to identify the two separate words in a compound word. C. The student is able to develop compound words from two or more words.

State Goal 1
District Goal
Program Goal 3

Related Area(s) Creative Writing

Suggested Activities: Grade(s) 2-3

Title: Compound Words
Group Size: entire class, small group
Materials: work sheet, chalkboard, chart, etc.

Procedure(s):

- Form as many compound words as possible by combining words from both of the following columns.

(A)	(B)	Answers:
cow	one	cowboy
doll	boy	dollhouse
some	dog	someone
hot	house	hotdog
		hothouse

Title: Extension Activities
Group Size: entire class, small group
Materials: picture, objects, word cards

Procedure(s):

- Extend the use of compound words. Help students discover names of objects in the room that are compound words such as chalkboard, wastebasket.
- Have students divide words and discuss the meaning of their parts.
- Compare meaning of compound word (cowboy) with meaning of parts: cow and boy.
- Use the words in sentences.
- Have the students divide the words and define the parts.
- Use pictures and the sentences on the bulletin board.
- Use the words in a make-believe story.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Center Stuff for Nooks, Crannies and Corners, Forte, Pangle, Tupa, Incentive Publications, 1973, pp. 15-21

Film: "Word Wise: Compound Words", BFA Educational Media.

District Resources

Suggested Activities: Grade(s) 2-3

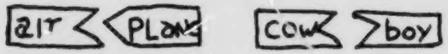
Suggested Monitoring Procedures

Possible Resources

Title: Compound Puzzles
Group Size: individual
Materials: tagboard

Procedure(s):

- Write compound words on strips (2" x 4"). Then cut the words apart in different angles.

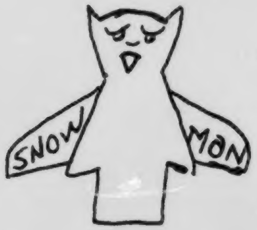


- Children put cards together and read word.

Title: Pin the Wings on the Owl
Group Size: entire class, small group, individual
Materials: construction paper, brads

Procedure(s):

- Ditto the body of a wingless owl.
- Student cuts it out and colors it.
- Have wings made out of construction paper available for the student/s.
- On one wing student writes first half of compound word. On another wing he/she writes second part of compound word.
- Student then puts wings on owl with brads.



Teacher's Manual - District Adopted Material

District Resources

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Structural Analysis - Root Words, Inflected Endings, Prefixes, Suffixes.

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. a root word is the base to which affixed parts may be added.	145-	2-3					
. a prefix is a common syllable added to the beginning of a root word and alters the meaning of the root word.	151	2-3					
. a suffix is a common ending or syllable which is added to the ending of a root word and alters the meaning of the root word.	147-	2-3					
The student is able to:							
. read a root word to which an inflected ending has been added: s, es, d, ed, ing, er, est.	145-	1-3					
. use common prefixes in decoding words, i.e., us, in, mis, re.	151	2-3					
. use common suffixes in decoding words, i.e., le, ly, ful, able, tion, sion.	147-	2-3					
. read words whose endings are formed by:							
. doubling consonants and add ending (hop, hopping; step, stepped)	153	2-3					
. changing y to i and add ending (city, cities; happy, happiest).	155	2-3					
. changing f to v and add s. es (wife, wives; half, halves).	157	2-3					
. dropping the final e and add ending (hope, hoping, dine, diner).	159	2-3					
. adding es to words ending in s, ch, tch, sh, x, o.	161	2-3					
(See Language Arts Grammar for Objectives related to the writing of word endings.)							
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows a root word is the base to which affixed parts may be added. B. The student is able to read a root word to which an inflected ending has been added: s, d, ed, ing, er, est.

State Goal	1
District Goal	2,3
Program Goal	

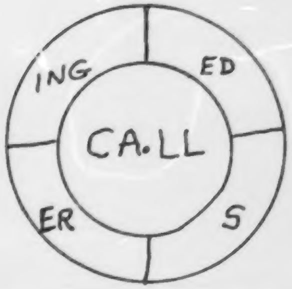
Related Area(s)

Suggested Activities: Grade(s) 1-3

Title: Wheel-O
Group Size: individual
Materials: tagboard, brad

Procedure(s):
Wheel-O .talk .play .jump .act

.call Fasten two circles of tagboard (one smaller) than the other) together in center with brad. Print a verb on smaller circle. Print endings on large circle. One player spins top circle and reads the word that is formed. Other player uses it in a sentence.



TALK
PLAY
JUMP
(etc.)

Suggested Monitoring Procedures

Sample Test Items
The student is able to read a list of words containing inflexed endings (running, jumping, moved, biggest, sings, looks, helper, worker, worked, kindest, etc.).

Use teacher observation during guided reading.

Possible Resources

Teacher's Manual - District Adopted Material

Reading Games That Teach, Schubut, 1970

Game: "Word Family Fun." Milton Bradley Co.

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

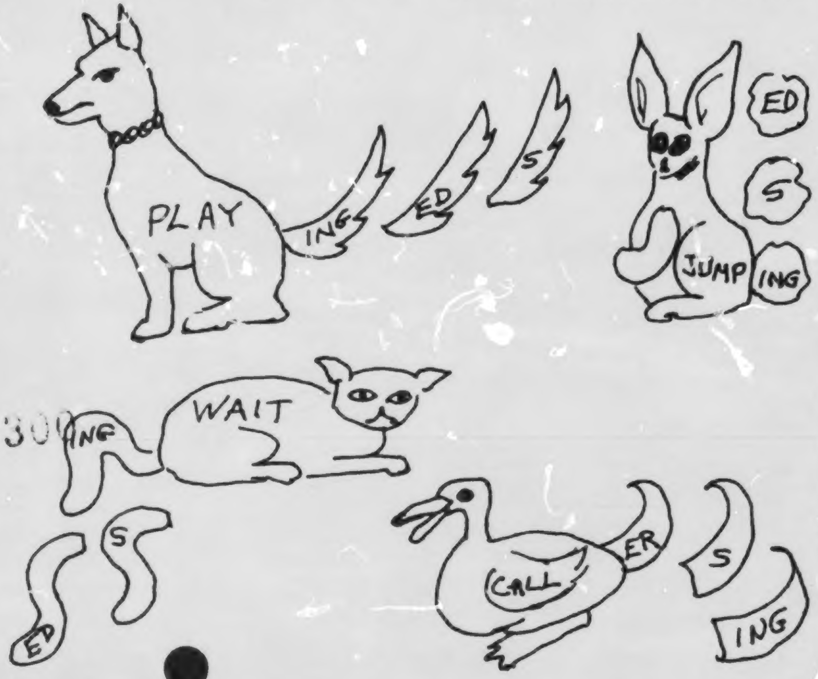
Possible Resources

Title: Animal Tails
Group Size: individual, small group
Materials: tagboard, animal forms and tails, felt pens, envelopes

Procedure(s):

- Outline repeated animal forms with tails on heavy tagboard, using a felt tip pen.
- Cut off tails and print endings on them (ed, ing, s).
- Place tails in envelopes labled to match.
- A student uses one set of tails at a time, putting them on the animals, and reading the new words thus formed.

Variation:
Trees are made with root words on the bottoms. Monkeys have root words plus different endings printed on them. The student put the monkey in the proper tree if he/she can pronounce the word.



Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that root words are the base to which affixed parts may be added. B. The student knows that a suffix is a common ending or syllable which is added to the ending of a root word and alters the meaning of the root word. C. The student is able to use common suffixes in decoding words, i.e., le, ly, ful, able, tion, sion.

State Goal 1

District Goal

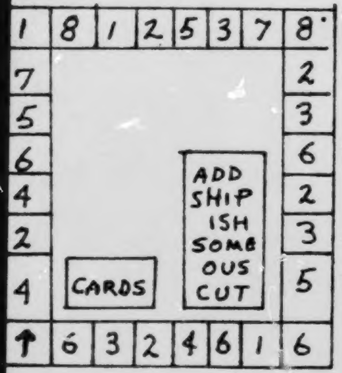
Program Goal 2,3,5

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Endings Game
Group Size: three or more players
Materials: cardboard game board (see example) and bean markers

Procedure(s):



The player draws a card, reads it and adds an ending to make the word. If player is able to add a correct ending, player then rolls the dice and moves the designated number of spaces. The player gets the number of points indicated on the square where player lands. Each player's score is kept on paper or blackboard.

Title:
Group Size: 4-6
Materials: tagboard words, tagboard endings

Procedure(s):

- Each child draws a word and an ending from each pile. If the two parts form a new word, the points on the cards are added up. The child with the most points wins the game.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual -
District Adopted Material

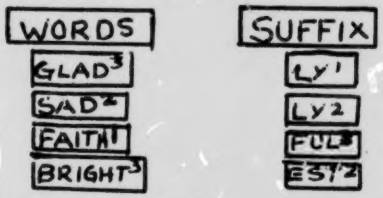
District Resources

Suggested Activities: Grade(s) 2-3

Title:
Group Size: 4-6
Materials: tagboard words, tagboard endings

Procedure(s):

- Each child draws a word and an ending from each pile. If the two parts form a new word, the points on the cards are added up. The child with the most points wins the game.



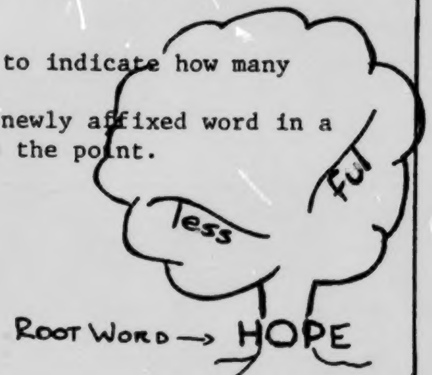
Title: Root Word Tree
Group Size: individual or small group
Materials: laminated cards with free space to add suffixes- construction paper trees

Procedure(s):

- Root words are placed in one envelope; child choose one to "grow."
- In another envelope have a variety of suffixes from which children choose.
- The first person to get his/her tree grown wins.

Variation:

- Roll dice or use spinner to indicate how many suffixes to pick up.
- Have student use his/her newly affixed word in a sentence in order to keep the point.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that root words are the base to which affixed parts may be added. B. The student knows that a suffix is a common ending or syllable which is added to the ending of a root word and alters the meaning of the root word. C. The student is able to use common suffixes in decoding words, i.e., le, ly, ful, able, tion, sion.

State Goal	1
District Goal	
Program Goal	2,3,5

Related Area(s)

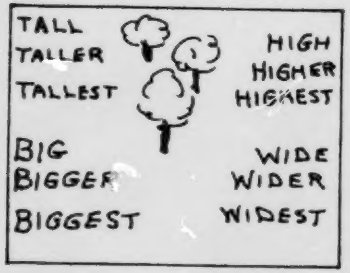
Suggested Activities: Grade(s) 2-3

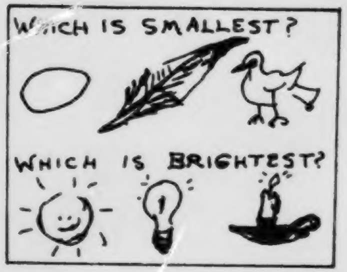
Title:
Group Size: individual, small group
Materials: chart or work sheet

Procedure(s):

- Discuss the ending "est" which is added to the end of the word. Identify the root word as well as the ending.

Laminated chart on individual papers. Student divide papers into four large squares. Write three comparative adjectives and illustrate




WHICH IS SMALLEST?
WHICH IS BRIGHTEST?

Variation:
Students can draw the comparisons, like tall, taller, tallest.

Suggested Monitoring Procedures

The teacher moves about the room testing each child. A card with words containing the endings or suffixes to be tested is given to a student. Ask the student to pronounce the word and identify the endings.

The students are given a sheet with words containing endings printed on it. The students are to circle the endings. As the students work, the teacher moves about orally checking individual's ability to pronounce words.

The teacher listens to the student's oral reading in order to evaluate correct pronunciation and understanding of affixed word.

Possible Resources

Teacher's Manual - District Adopted Material

Pocketfull of Reading Games, Fairwood Elementary, Kent School District, available from Margaret Olson, SPI

District Resources

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group
Materials: sentence strips, cards

Procedure(s):

- Write several sentences on cards or sentence strips omitting an appropriate ending. The student has an envelope containing various endings, from which he/she selects the appropriate ending.

  Example: June is walk to the store.
  (s, ed, ing)

Title: Root Word Rummy
Group Size: small group
Materials: tagboard, cards

Procedure(s):

- Four cards are made for each root word used. On each card write the word four times adding ed, s, ing or other elements to the base word. On each card, put them in a different order. Make cards for several different base words. Each player gets six cards.

work	worked	works	working
working	works	work	worked
worked	work	working	works
works	working	worked	work

Place rest of cards in center of table. Players take turns calling out one of the words listed on a card in the player's hand. If another player has a card with that word on it, he/she must give it to the caller. Each player continues calling until he/she fails to get a card from anyone. Then the player draws from the pile in the center and discards. When a player gets all four cards with the same base word he/she places them down in front of him/her. The player who places the most (card families) is the winner.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that root words are the base to which affixed parts may be added. B. The student knows that a prefix is a common syllable added to the beginning of a root word and alters the meaning of the root word. C. The student is able to use common prefixes in decoding words, i.e., us, in, mis, re.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s)

Suggested Activities: Grade(s) 2-3

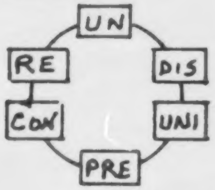
Title: Add to the Prefix
Group Size: entire class, small group
Materials: chalkboard

Procedure(s):

- Group is divided into two teams. Each team has chalkboard space to write. Teacher puts a prefix on the board, such as un. One player tries to write a root word with un as a prefix, i.e., unable, undone. When a player can't think of a word, the other team gets to try. When neither team can think of a word, a new prefix is used. The team with the most correct words wins.

Title: Merry-Go-Round
Group Size: individual, small group
Materials: chalkboard or work sheet

Procedure(s):



Draw a merry-go-round on the board or on individual work sheets. Students think of words which begin with the prefix. Can take turns, contest style, or work alone and list the words.

Title:
Group Size: small group, entire class
Materials: chalkboard, paper, pencil

Procedure(s):

- Place the prefix un at the beginning of each word and give their meanings - or, illustrate.

kind - unkind healthy - unhealthy, etc.

Suggested Monitoring Procedures

Teacher shows the student a card on which two words are printed. Pronounce the first word. Ask the student to pronounce the other word, i.e., happy - unhappy, to - into, connect - disconnect.

Ask what each prefix means.

Each student should be able to use a correct prefix form in a sentence:

The girl will ________ the story.

rewrite unwrite

Possible Resources

Teacher's Manual - District Adopted Material

Reading Games, Wagner Hosier, 196

District Resources

Suggested Activities: Grade(s) 2-3

Title: Root Word Bingo
Group Size: large or small group
Materials: bingo-type cards with (1) root words, or (2) prefixes, or (3) prefix plus root word

cedure(s):

- If (1), caller says word like undone, player covers done.
- If (2), caller says undone, player covers un.
- If (3), caller gives meaning of word, such as, not done or not finished, player covers undone.

Variation:
In order to keep the bingo win, player must say his/her covered words or prefixes correctly in a sentence.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to read words whose endings are formed by doubling consonants and adding an ending, i.e., hop, hopping; step, stepped.

State Goal 1

District Goal

Program Goal 3

Related Area(s) Language Arts - Spelling

Suggested Activities: Grade(s) 2-3

Title: Doubling the Consonant
Group Size: small group
Materials: chalkboard, word list

Procedure(s):

- Students repeat single syllable words after teacher, i.e., run, dig, sit, etc.
- Teacher says same word, adding ing and clapping hands twice -- running, digging, sitting.
- Student goes to board and writes run. Beside it, the teacher writes running. Continue through list.
- Students should discover the doubled consonant, but, if not, teacher points it out.
- Next, have a second child write the form with the ing. Stress that the words are action words and that the vowel is short in the base word.
- To complete the lesson have the students practice reading from a list of words containing the doubled consonant and ing ending.

Example:

matting
digging
sitting
skipping
patting
cutting
sunning
stopping

rubbing
spinning
letting
getting
tapping
planning
chopping
humming

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

317

316

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to read words whose endings are formed by changing y to i and adding an ending, i.e., city, cities; happy, happest.

State Goal 1
District Goal
Program Goal 3

Related Area(s) Language Arts - Spelling

Suggested Activities: Grade(s) 2-3

Refer to Language Arts and Spelling.

Title: Changing the Y Ending
Group Size: individual
Materials: worksheet

Procedure(s):

- After teacher instruction, the student is given a worksheet with sentences containing words whose endings have been changed by changing y to i and adding an ending. The student reads the sentence, and writes the original word.

1. The man was happier than he had been, because his dog came home. happy
2. They flew over many cities. city
3. That is the funniest thing in the school! funny
4. Jim hurried to school. hurry

Note: In order to meet the objective, the student should be able to read the words with the different ending, and tell (or write) the original word with the y ending.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to read words whose endings are formed by changing f to v and adding s or es, i.e., wife, wives; half, halves.

State Goal	1
District Goal	
Program Goal	3

Related Area(s) Language Arts - Spelling

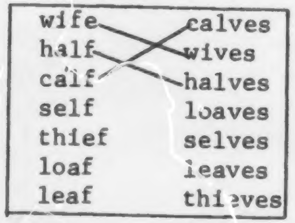
Suggested Activities: Grade(s) 2-3

Refer to Language Arts.

Title: From F to V
Group Size: individual
Materials: worksheet, or individual game-board

Proceudre(s):

- After instruction, the student matches words that belong together by drawing lines (or stringing yarn) between the two forms of the word.


wife
half
calf
self
thief
loaf
leaf
calves
wives
halves
loaves
selves
leaves
thieves

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to read words whose endings are formed by dropping the final e and add ending (hope, hoping; dine, diner).

State Goal	1
District Goal	
Program Goal	3

Related Area(s) Language Arts - Spelling

Suggested Activities: Grade(s) 2-3

Title: Dropping the E
Group Size: individual, small group
Materials: chalkboard, word list, books

Procedure(s):

- Write two words on the chalkboard, i.e., hope - hoping. Teach the reason for the spelling change.
- Continue putting pairs of words on the board. Have a student read the first word, teacher reads the second word and uses it in a sentence. Ask each time what has been done before adding ing.
- Dictate words for the students to write on the board. Point out that these are action words and have a long vowel followed by one or more consonants and a silent e.
- After the writing practice, have the students practice reading a selection of words and a story that uses many of the words being studied.

smiling
snoring
diving
saving
taking
staring

hoping
smoking
waving
dining
tasting
waking

poking
voting
paving
baking
taming
hiding

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

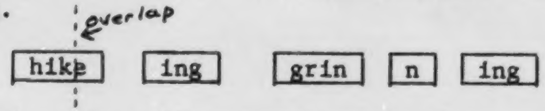
District Resources

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources

Title: Correct Endings
Group Size: individual, small group
Materials: flannel board (pocket chart), word cards, consonant cards, ing cards

Procedure(s):

- On the flannel board (or pocket chart), put several one-syllable word cards with both long- and short-vowel words.
- Have separate cards with ing, and cards showing the final consonant of each short-vowel word on the board.
- The student goes to the flannel board, chooses a word, and either adds the ing (covering the final e), or selects a single consonant card which will double the final consonant, and adds ing.



- He/she then calls on another child to read the word he/she has made.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to read words whose endings are formed by adding es to words ending in s, ch, tch, sh, x, o.

State Goal	1
District Goal	
Program Goal	3

Related Area(s) Language Arts - Spelling

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
		Teacher's Manual - District Adopted Material

Title: Reading Words
Group Size: individual, small group
Materials: chalkboard (overhead projector)

Procedure(s):

- List the following sentences on the chalkboard. The students read the sentences.
  1. Let's see if Ted pushes the big box away.
  2. The buses sre all here on time.
  3. Jill wishes she had a dog.
  4. Put the boxes over here.
  5. Seven witches flew over the corn field.
  6. We had tomatoes for lunch.

  .... etc.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: **Reading**

SPECIFIC AREA: Word Recognition: Structural Analysis - Contractions

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. a contraction is two words written as one, with one or more letters removed and an apostrophe inserted in that place.	165-	1-3					
The student is able to:							
*. read contractions with only one letter omitted, i.e., don't isn't, he's, shouldn't, weren't.	165-	1-2					
. read contractions with more than one letter omitted, i.e., won't, I've, we've, we'll.	169-	2-3					
*. identify the original words in contractions.	165-	2-3					
. apply the knowledge and skills about contractions to reading.		1-12					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that a contraction is two words written as one, with one or more letters removed and an apostrophe inserted in that place. B. The student is able to read contractions with only one letter omitted, i.e., don't, isn't, he's, shouldn't, weren't. C. The student is able to identify the original words in contractions.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s) Spelling, Phonics, Handwriting, Creative Writing

Suggested Activities: Grade(s) 1

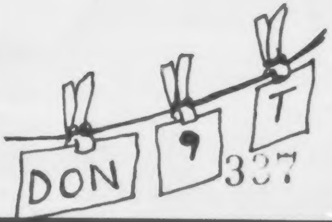
Title: Contraction Cut-Up
Group Size: individual
Materials: word list, crayons, scissors, glue, large sheet of construction paper

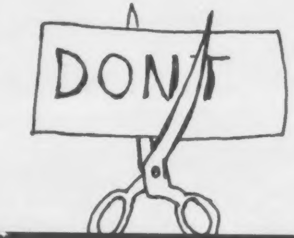
Procedure(s):

- Distribute to each student a list of words which can be combined to make contractions. On this list, words should be printed very large.
- Students will also need a crayon, scissors, glue and a large sheet of construction paper.
- Have students form the contractions by cutting away the extra letters, gluing the new words to their paper, and using a crayon to add the apostrophe in place of the missing letters.

Variations:

- Write one set of the words on cards or pieces of construction paper and do the activity as a class. After cutting the words, hang the contractions on a clothesline or string with clothes pins.
- This activity could be used as a "concentration game". Print the words and contractions on a game grid. Cover each with blank cards. A student lifts up cards until he/she matches a word with its contraction.





Suggested Monitoring Procedures

Each student is given a list of contractions. He/she is asked to write the two words from which the contraction was formed.

Each student is given a list containing words which can be made into contractions and must form the contraction correctly.

The student is able to read contractions from a list, or from context. (teacher observation)

Possible Resources

Teacher's Manual - District Adopted Material

Kids' Stuff - Reading and Language Experiences, Intermediate - Jr. High - Imogene Forte, Marjorie Frank, Joy MacKenzie, 1973

Kids' Stuff - Reading and Language Experiences. Primary level. Forte and MacKenzie, 1969.

Pocketful of Reading Games by Fairwood Elementary, available from Margaret Olson, SPI

District Resources

Suggested Activities: Grade(s) 1

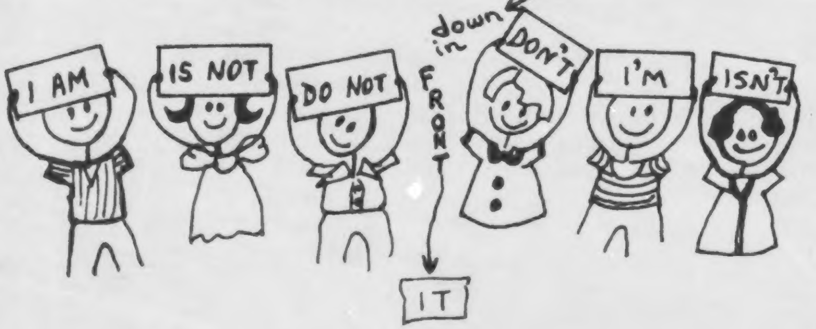
Suggested Monitoring Procedures

Possible Resources

Title: Word Basket Turnover
Group Size: small group
Materials: cards with contractions, and cards with the words making up the contraction

Procedure(s):

- Give cards on which there is a contraction or combination of two words. The student who holds the card with the contraction and the student who holds the card with the two words change seats. "It" tried to get a seat. The student who doesn't get a seat becomes "it".



Title: Clipped Contractions
Group Size: individual
Materials: a round cardboard wheel with words (which can be made into contractions) written around the edge, clothes pins with contractions glued, or written on the clothespin

Procedure(s):

- Match the contraction on the clothes pin to the corresponding word on the wheel. Clip upside down and turn the wheel over for answer.

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that a contraction is two words written as one, with one or more letters removed and an apostrophe inserted in that place. B. The student is able to read contractions with only one letter omitted, i.e., don't, isn't, he's, shouldn't, weren't. C. The student is able to identify the original words in contractions.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s) Spelling, Phonics, Handwriting, Creative Writing

Suggested Activities: Grade(s) 1

Title: Contraction Bee
Group Size: 8 to a large group
Materials: 2 sets of color coded cards with contractions on them

Procedure(s):

- Distribute a set of cards to two teams.
- Teacher says the two words that can form a contraction, i.e., do not.
- The students who hold the "don't" cards have to stand up before the group.
- First student to stand up wins a point for the team.

Variation:

- Teacher calls out the contraction, and the student holding the matching word stands.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

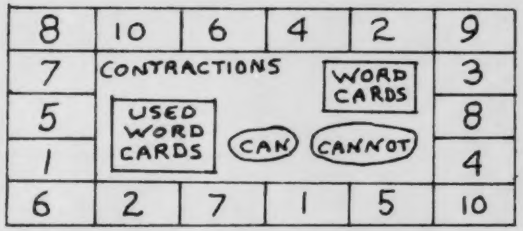
Student Learning Objective(s) A. The student knows that a contraction is two words written as one, with one or more letters removed and an apostrophe inserted in that place. B. The student is able to read contractions with more than one letter omitted, i.e., won't, I've, we've, we'll. C. The student is able to identify the original words in contractions.

State Goal	1
District Goal	
Program Goal	2,3

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Contraction Game
Group Size: pair, small group
Materials: game board, numbered word cards with contractions and numbered word cards with the two words making up the contractions



can't

can not

don't

do not

Procedure(s):
- Shuffle deck of cards.
- Place one card, face down, on each colored box.
- Place the remaining cards, face down, on the box marked "Word Cards".
- The first player turns over any card on the board.
- If it is a match, he/she makes a match, pronounces the contraction and its match, and places the matched cards, face down, on the discard pile. (Marked "Used Word Cards")
- If it is not a match, the player continues in clockwise rotation until a match is made.
- Numbers under the matched cards are added for scores.

Suggested Monitoring Procedures

Each student is given a list of contractions. He/she is asked to write two words from which each contraction was formed.

Each student is given a list containing words which can be made into contractions, and must form the contraction correctly.

The student can be checked on his/her ability to read contractions either from a list of contractions or from a story.

Possible Resources

Teacher's Manual - District Adopted Material

Kids' Stuff - Reading and Language Experiences Intermediate- Jr. High - Imogene Forte, Marjorie Frank, Joy MacKenzie, 1973

Spice - Suggested Activities to Motivate the Teaching of the Language Arts

District Resources

- When a match is made:
  The player gets the total number of points shown under the two cards.
  He/she discards his/her matched cards on the used card pile.
  He/she takes a card from the cards pile and places it, face down, in each of the spaces made blank by the match.
- The player with the most points at the end of the game wins.

Title:
Group Size: individual
Materials: work sheet

Procedure(s):
- Make a list of contractable words, and beside them a list of the contracted forms.
  Example: Draw a line to match the ________ form of each word to its contracted form.

. does not	won't	. was not	don't
. can not	couldn't	. should not	wasn't
. will not	can't	. has not	hasn't
. could not	haven't	. do not	wouldn't
. have not	doesn't	. would not	shouldn't

Title: Contraction Rummy
Group Size: 2-5
Materials: set of 15 pairs of contraction cards

CAN'T CAN NOT
WON'T WILL NOT

Procedure(s):
- Shuffle and deal each player 5 cards. The object of the game is to get matches and then go out.
- Player to dealer's right draws a card from the remaining cards placed in the center of the table.

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that a contraction is two words written as one, with one or more letters removed and an apostrophe inserted in that place. B. The student is able to read contractions with more than one letter omitted, i.e., won't, I've, we've, we'll. C. The student is able to identify the original words in contractions.

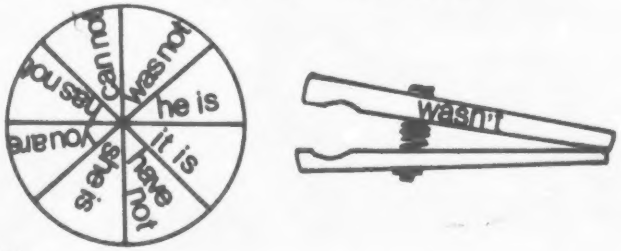
State Goal	1
District Goal	
Program Goal	2,3

Related Area(s)

Suggested Activities: Grade(s) 2-3

- Player makes matches with cards and lays them down on the table.
- Player must then discard a card. A player can never have more than 5 cards in his/her hand.

Title:
Group Size: individual, small group
Materials: tagboard, clothespins



Procedure(s):

- Make a large round circle from tagboard and divide it into as many segments as wanted.
- Put two words in each segment.
- Students put clothespin with matching contraction on the right segment.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Possible Resources

Title: Contraction Ball Toss
Group Size: large
Materials: soft "nerf" ball or beanbag

Procedure(s):

- Teacher tosses ball out to a child. While the ball is in the air, she/he says the student's name and a contraction (or the two words that make it).
- Student whose name is called, catches the ball and says the opposite of what the teacher said, either the contraction or the two words that make it.
- Student may toss the ball to another student, saying another contraction or may toss it back to the teacher.

Teacher's Manual - District Adopted Material

District Resources

SUBJECT: Reading

SPECIFIC AREA: Context and Vocabulary

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. context clues tell much about the meaning of unfamiliar words.	205	1-3					
. antonyms are words that have opposite meanings, i.e., hot-cold, to-bottom, night-day.	187-	1-2					
. most words have multiple meanings.	205	1-3					
. synonyms are words that have similar meanings, i.e., large-big, over-above.	193-	2-3					
. homonyms are words that sound the same but have different meanings and spellings, i.e., pear-pair, eight-ate, weight-wait, know-no.	199-	2-3					
The student is able to:							
*. quickly recognize the high frequency words, i.e., the, in, is, on, no, a, he, she, go, not, to, you, we and will.	175-	1-3					
. read words in isolation appropriate to his/her instructional level.	175-	1-3					
. read unknown words at his/her instructional level, by using the context clues in combination with phonetic clues.	183	1-3					
. describe meanings of words in the context of sentences or stories.	185	1-3					
*. read and understand the meaning of antonyms appropriate to his/her instructional level.	187-	1-2					
*. read and understand the meaning of synonyms appropriate to his/her instructional level.	193-	1-3					
*. read and understand the meaning of homonyms appropriate to his/her instructional level.	199-	1-3					
The student values:							
. reading as an aid to increasing vocabulary.		1-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to quickly recognize the high frequency words, i.e., the, in, is, on, no, a, he, she, go, not, to, you, we, and, will. B. The student is able to read words in isolation appropriate to his/her instructional level.

State Goal	1
District Goal	
Program Goal	3, 4

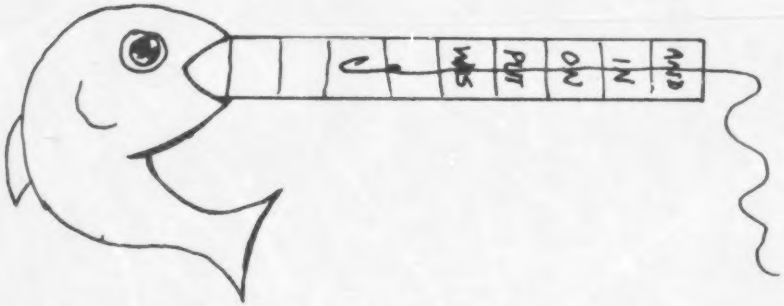
Related Area(s)

Suggested Activities: Grade(s) 1

Title: Trail Game
Group Size: individual
Materials: game as outlined below

Procedure(s):

- As the student progresses through the word list, the hook, fastened to a string and held on the chart with masking tape rolled up on the back is moved closer to the fish.



- When the hook reaches the mouth of the fish, the student may have the fish.
- The fish may be removed and some other goal established.

Variations:

- Can be used with word lists from basal readers, Dolch words, etc.
- The trail leads to a tiny gift box containing a small gift (stick of gum, eraser--could be valuable at Christmas or birthday).

Suggested Monitoring Procedures

- Individual check on student's ability to read all of the words from his/her basal reader. List words on individual cards or long word list. Have the student read the words orally. Words may also be used from the Dolch, Fry or Gray-Leary lists.
- The student is asked to circle a particular word in each row, i.e., in row 1, circle the word in, in row 2, circle the.

Make up a work sheet.

Example:

1. in no go she
2. go the is in
3. on he she a

Possible Resources

Teacher's Manual - District Adopted Material

Dolch word lists

Gray-Leary word lists

Fry reading list

Basal reader vocabulary list

My Puzzle Book, A Dolch Teaching Aid: Garrard Pub. Co., 1964.

Reading Games, Wagner, Hosie, 1969.

Film: "Reading and Word Play Series", Paramount/Oxford Films.

District Resources

Suggested Activities: Grade(s) 1

Title: Word Drill
Group Size: pair or small group
Materials: game board with spaces to fit vocabulary word cards, with numbers from 2-6 at the side of each space, vocabulary word cards, dice.

Procedure(s):

- Place one word card face down in each empty space beside the numbers.
- Place the remaining word cards face down in the work bank.
- Taking turns, the students roll the dice, take the word next to that number, and pronounce the word. If the student is correct, he/she keeps the word; if not correct, the word is put at the bottom of the word bank and the empty space is filled with another word from the word bank.
- Play progresses until all word cards are used. The student with the most cards is the winner.

	1
	2
	3
	4
	5
	6
WORD BANK	

Suggested Monitoring Procedures

Keep a record or checklist of words recognized in isolation.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to quickly recognize the high frequency words, i.e., the, in, is, on, no, a, he, she, go, not, to, you, we and will. B. The student is able to read words in isolation appropriate to his/her instructional level.

State Goal	1
District Goal	
Program Goal	3, 4

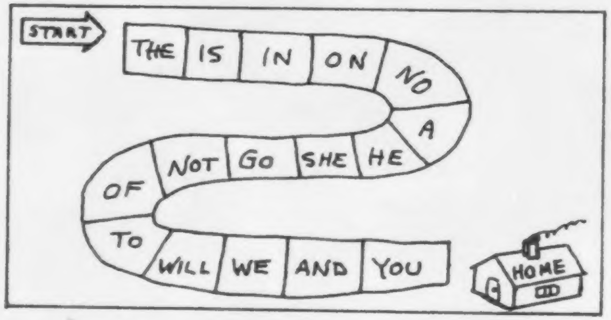
Related Area(s)

Suggested Activities: Grade(s) 1

Title: How Many Steps?
Group Size: small group
Material: game board (chalkboard)

Procedure(s):

- On chalkboard or game board, draw a sidewalk or path divided into segments in stepping stones.
- Write one of the 15 high frequency words on each segment.
- Player reads as many words as he/she can and tries to get home.



Variation:
A spinner numbered one to five may be used. If the students can say the words for the number of spaces indicated by the spinner, they can move that many spaces.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 1

Title: Sorry
Group Size: small group
Materials: vocabulary sight words

Procedure(s):

- Put vocabulary sight words in a pile.
- Player must say word as he/she turns it over. When he/she gets a "Sorry" card, he/she must give all cards to other players. Player with most cards wins.

Title: Choose A Card
Group Size: small group
Materials: high frequency word cards

Procedure(s):

- Students sit in a circle on the floor.
- Put the 15 high frequency word cards in a pile, face down, on the floor in the center of the circle.
- Students take turns drawing cards. If he/she cannot read it, students must pass the card to the student next to him/her.
- The second student may then either read the card that has been passed, or return it to the pile and draw another.
- Students count their cards when all have been used. Player with the most word cards is the winner.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to quickly recognize the high frequency words, i.e., the in, is, on, no, a, he, she, go, not, to, you, we, and will. B. The student is able to read words in isolation appropriate to his/her instructional level.

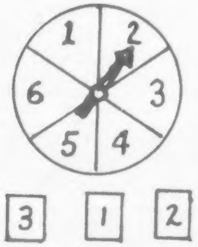
Related Area(s)

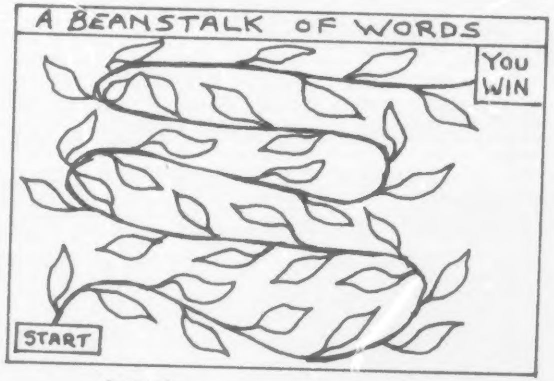
State Goal	1
District Goal	
Program Goal	3, 4

Suggested Activities: Grade(s) 2-3

Title: Trail Game
Group Size: 2-5 players
Materials: game board to be made to fit any theme desired: sports, holidays, units of study, fairy tales,
- spinner or numbered cars,
- marker

Procedure(s):
- The vocabulary words to be practiced are placed in a path around the game board.
- Players take turns rolling dice, spinning a spinner, or choosing a numbered card to determine the numbers of spaces to move.
- Player must pronounce the word as he/she progresses along the trail.
- If player is unable to pronounce a word, he/she is told the word by other player(s) and goes back one space to last word pronounced. The player remains on last correctly pronounced word until next turn.





Suggested Monitoring Procedures

Individual check of words contained on list being practiced, i.e., words from the unit, chapter or section of the basal series, Dolch, Gray-Leary or Fry word lists.

Possible Resources

Teacher's Manual - District Adopted Material

Dolch word lists

Gray-Leary word list

Fry reading list

Basal reader vocabulary lists

My Puzzle Book, A Dolch Teaching Aid, Garrard Pub. Co., 1964.

Film: "Reading and Word Play Series", Paramount/Oxford Films

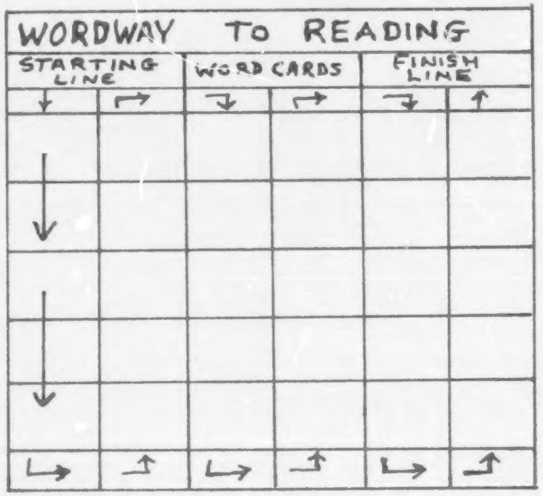
District Resources

Suggested Activities: Grade(s) ______

Title: Wordyway
Group Size: small groups
Materials: game board (see below), markers, vocabulary cards, dice

Procedure(s):

- Players choose a marker (car) and place it at the starting line.
- Vocabulary cards are put on the nameplate or card pile, face down.
- Players throw the dice to determine the first player.
- The first player throws the dice.
- He/she draws the top card and performs the skill required (pronounce, spell, etc.).
- If correct, player moves marker the number of dots shown on the dice. If not correct, no move is made.
- Player's card is then replaced on the bottom of the pile.
- The next player takes his/her turn.
- The first player to the finish line wins.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOL PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to quickly recognize the high frequency words, i.e., the, in, is, on, no, a, he, she, go, not, to, you, we and will. B. The student is able to read words in isolation appropriate to his/her instructional level.

State Goal	1
District Goal	
Program Goal	3, 4

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Cross Out
Group Size: individual
Materials: work sheet

Procedure(s):

- In the box below cross out:

1. a drink	6. two wheeler
2. a number	7. a noise
3. our country	8. what you are
4. a month	9. eyes closed
5. in the sky	10. crunch-crunch!

CORNFLAKES 15
SLEEP JULY
FUN BICYCLE TEA CLOUDS
IS
U.S.A. A PERSON MOO SCHOOL

- Now find three words not crossed out. Make a sentence from these three words.

Title: Rummy
Group Size: small group
Materials: vocabulary words

Procedure(s):

- Place sight words on small cards of uniform size. Include enough words beginning with the same consonants and blends so that hands of three can be accumulated. Student must be able to pronounce all words in order to lay down a "book." Otherwise similar to conventional rummy.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	**Suggested Monitoring Procedures**	Possible Resources
		District Resources

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to read unknown words at his/her instructional level by using the context clues in combination with phonetic clues.

State Goal	1
District Goal	
Program Goal	3, 4

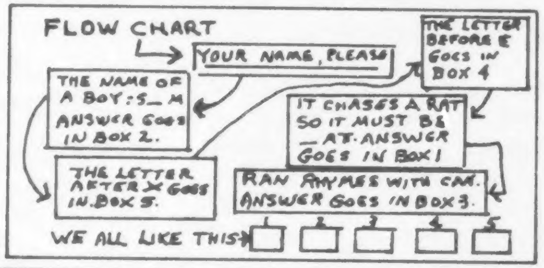
Related Area(s)

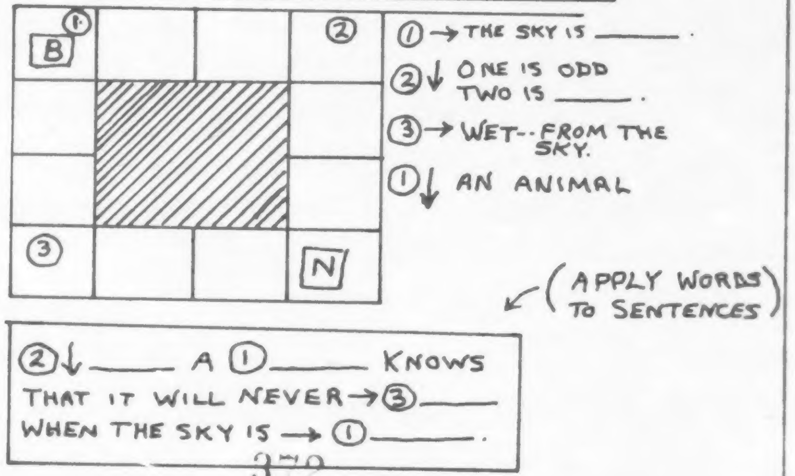
Suggested Activities: Grade(s) 1-3

Title:
Group Size: individual
Materials: work sheets

Procedure(s):

- Prepare individual work sheets.
- Instruct group and then have pupils do work sheets independently.
- Monitor and adjust as needed.


FLOW CHART
YOUR NAME, PLEASE
THE NAME OF A BOY: S_M ANSWER GOES IN BOX 2.
THE LETTER BEFORE E GOES IN BOX 4
IT CHASES A RAT SO IT MUST BE _AT. ANSWER GOES IN BOX 1
THE LETTER AFTER X GOES IN BOX 5.
RAN RHYMES WITH CAR. ANSWER GOES IN BOX 3.
WE ALL LIKE THIS
1
2
3
4
5


B
①
②
③
N
① → THE SKY IS ______ .
② ↓ ONE IS ODD TWO IS ______ .
③ → WET--FROM THE SKY.
① ↓ AN ANIMAL
(APPLY WORDS TO SENTENCES)
② ↓ ______ A ① ______ KNOWS
THAT IT WILL NEVER → ③ ______
WHEN THE SKY IS → ① ______ .

Suggested Monitoring Procedures

Observation of oral reading.

Give the student a sentence containing a new word. Ask the student to read the sentence and use the meaning of the sentence plus his/her knowledge of the sounds to determine the new word.

Example: Have you ever seen a purple cow? That is a strange color for one.

Then question the student: How did you know the word wasn't "string?" (Doesn't make sense.) How did you know the word wasn't "funny?" (Doesn't start with the right sound.)

Possible Resources

Teacher's Manual - District Adopted Material

Reading Activities for Learning Centers, Frank Schaffer

Film: "Reading Improvement: Word Recognition Skills", Coronet Instructional Films

District Resources

Suggested Activities: Grade(s) 1-3

Title: Fill In The Missing Word
Group Size: large group or small group
Materials: Any children's book

Procedure(s):

- Read a selection from a book. Stop at key words and the students supply any words that make sense.
- Then limit the correct response by putting a letter on the chalkboard and telling the students their word must begin with the sound the letter makes.

Title:
Group Size: large or small group
Materials: sentences

Procedure(s):

- Read a sentence and give a choice of two or three responses which complete the sentence, make sense, and begin with the right sound.

Example: We had h__ and eggs for breakfast.
(hat bacon ham)

Alternative: Work sheets

- Make work sheets similar to above using vocabulary from your reading series.
- For more advanced reading, have the students choose the correct responses from a written list, using a variety of phonetic clues: beginning, medial, and ending sounds, blends, digraphs, multi-syllable words, etc.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to describe the meanings of words in the context of sentences or stories.

State Goal	1
District Goal	
Program Goal	3, 4

Related Area(s)

Suggested Activities: Grade(s) 1-3

Title: Cucumbers
Group Size: entire class, small group, individual
Materials: chalkboard or work sheet

Procedure(s):

- Write sentences on the board.
- The students replace the word "cucumber" with the correct word in the box which makes the sentence meaningful. (If students do this exercise individually make certain they can read the work sheet.)

WORD BOX

wiggle	pig	mice
brother	trash	seven
eight	bike	folks
forest	away	run

1. Help stop cucumber fires. (forest)
2. Cucumber as fast as you can. (run)
3. A cucumber has two wheels. (bike)
4. Can you cucumber your ears? (wiggle)
5. Keep cucurber from skunks. (away)
6. Did you remember to take out the cucumber? (trash)
7. Cats and cucumbers do not get along. (mice)
8. Take your cucumber for a walk. (brother)
9. Six, cucumber, cucumber, nine. (7, 8)
10. Cucumber says, "That's all, Cucumbers!" (Porky Pig says this.)

Suggested Monitoring Procedures

Oral questioning: After having read a selection, the student can describe the meanings of specific words as designated by the teacher.

Written: The student is given a list of words taken from the assigned selection and he/she is asked to write the meaning of each word after the selection has been read.

Possible Resources

Teacher's Manual - District Adopted Material

Reading Activities for Learning Centers, Frank Schaffer

District Resources

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
Title: Correct Our Mistakes Group Size: entire class, small group Materials: work sheet or orally Procedure(s): Write or tell this story so it makes sense. John rode to the zoo on a cloud. He took flowers to feed the monkeys. At the zoo, John saw many fish running around. He also saw a seal fly, a green snake hop and an eagle swim under water. At lunch time, John ate his nose and drank some sand.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that antonyms are words that have opposite meanings, i.e., hot, cold, top, bottom, night, day. B. The student is able to read and understand the meaning of antonyms appropriate to his/her instructional level.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3, 4

Suggested Activities: Grade(s) 1

Title: Opposites
Group Size: individual, small group
Materials: work sheet
Procedure(s):

0	3	2	1	1	2	3	3	1	4	3	2	2
a	b	c	d	e	f	g	h	i	j	k	l	m
2	1	2	6	2	2	2	1	5	4	6	5	9
n	o	p	q	r	s	t	u	v	w	z	y	z

(sums)

1. opposite of cold _ _ _ 6
2. opposite of go _ _ _ _ 7
3. opposite of happy _ _ _ 3
4. opposite of no _ _ _ 8
5. opposite of up _ _ _ _ 8
6. opposite of boy _ _ _ _ 8
7. opposite of slow _ _ _ _ 8
8. opposite of white _ _ _ _ _ 10
9. opposite of many _ _ _ 7
10. opposite of opposite _ _ _ _ 5

- Have the student name a word which is the opposite. Then check for the number of letters and the sum made by adding the letters together.

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Suggested Monitoring Procedures

Sample test item: Given a list of 20 words, the student will be able to give an antonym for each word.

The student will be able to match antonyms from two lists, i.e.,

hot	cold
up	fast
slow	day
night	down

Possible Resources

Teacher's Manual - District Adopted Material

Reading Activities for Learning Centers, Frank Schaffer

Kids' Stuff Reading and Language, Sequences, Primary, Forte MacKenzie, 1969.

Center Stuff for Nooks, Crannies and Corners, Forte, Pangle, Tupa, 1973.

District Resources

381

Suggested Activities: Grade(s) 1

Title Recognizing Antonyms
Group Size: individual
Materials: envelopes, word cards

Procedure(s):

- Place standard envelopes (flap on outside) on a bulletin board.
- Write a word which has an antonym on each envelope.
- Place a larger envelope in the bottom left corner of the bulletin board. In this envelope place 3x5 cards on which are written antonyms for the words on the envelopes.
- In the bottom right corner place an envelope containing the answer key (a small card on which matching antonyms are written).
- As an independent activity, students take the cards from the envelope in the lower left corner and place each one in the envelope which represents its antonym.
- After each card is placed, the student may check himself by looking at the answers. He/she then removes all cards and puts them back in the envelope for the next student.

(This activity may be used for synonyms, homonyms, matching colors, matching sight words, matching shapes, or classifying.)

Title: Antonym Advertisements
Group Size: individual
Materials: newspaper, felt tip pens

Procedure(s):

Each student is given an advertisement cut from a magazine or newspaper. The student is to substitute antonyms for the adjectives and adverbs in the ad. Thus, the ad is changed to a backward ad, guaranteed not to sell the product.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that antonyms are words that have opposite meanings, i.e., hot, cold, top, bottom, night, day. B. The student is able to read and understand the meaning of antonyms appropriate to his/her instructional level.

State Goal	1
District Goal	
Program Goal	3, 4

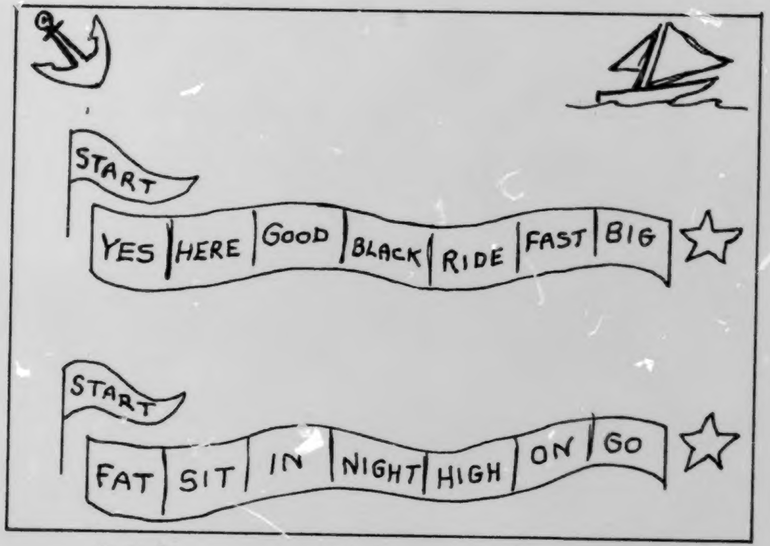
Related Area(s)

Suggested Activities: Grade(s) 1

Title: Sailboat Race
Group Size: pairs
Materials: game board, game cards, markers

Procedure(s):

- Plastic sailboats make good markers. Place markers on start. Place game cards upside down.
- Player draws a card and advances one space if the words are opposite.
- When all the cards are used, reshuffle them and use again.
- First player to reach star wins.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Duplicating Master: "We Match Opposites", The Instructo Corporation

Game: "Discovering Opposites", The Instructo Corporation

Kit: "Synonym and Antonym Ladder", The Judy Company

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Antonyms
Group Size: individual
Materials: work sheet

Procedure(s):

- Mark these pairs of words with an "A" if they are antonyms.

___quiet-still
___pairs-twins
___forest-woods
___scary-frightening
___wild-tame
___below-under
___large-small
___funny-silly
___tote-carry
___sour-sweet
___happy-said
___animal-fish

___empty-deserted
___narrow-wide
___well-sickly
___huge-enormous
___rainy-sunny
___pal-buddy
___sweets-candy
___man-woman
___tiny-wee
___appear-gone
___open-closed
___home-house

- Choose a pair of words that are opposites. Ask the student how they are opposite.

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that antonyms are words that have opposite meanings, i.e., hot, cold, top, bottom, night, day. B. The student is able to read and understand the meaning of antonyms appropriate to his/her instructional level.

State Goal	1
District Goal	
Program Goal	3, 4

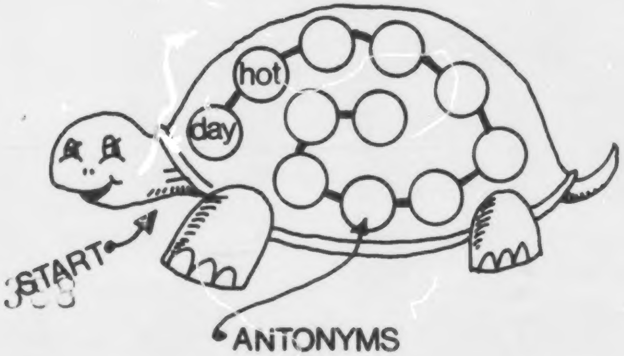
Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
		Teacher's Manual- District Adopted Material

Title: Antonym Turtle
Group Size: 3-4 players
Materials: game board, spinner, markers, cards

Procedure(s):

- Antonyms are printed on space on turtle's back. On the cards, the opposite meanings are printed.
- Cards are spread face up around the board.
- A player spins the spinner and moves that number of spaces and then finds the card with the opposite meaning.
- If the card is not there or if the player finds the wrong card he/she moves back one space; if correct he/she moves ahead one space.
- First player to reach the end wins.



District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that synonyms are words that have similar meanings. B. The student is able to read and understand the meanings of synonyms appropriate to his/her instructional level.

State Goal	1
District Goal	
Program Goal	3, 4

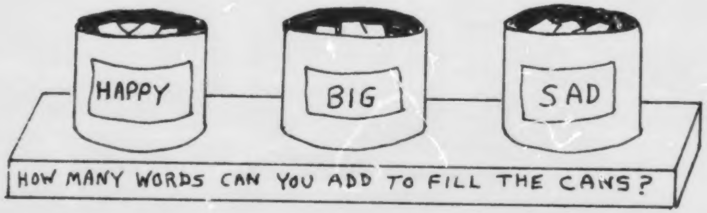
Related Area(s) Language Arts, Spelling, Written Expression

Suggested Activities: Grade(s) 2-3

Title:	How Many Synonyms Can You Find?
Group Size:	small group
Materials:	coffee cans, cards, dictionaries, magazines, books, etc.

Procedure(s):

- Take three cans and paste a word on each.
- Cut small cards to put with the game.
- Students find synonym in dictionaries, magazines, books, etc., write it on the card and drop it in the can.


HAPPY
BIG
SAD
HOW MANY WORDS CAN YOU ADD TO FILL THE CANS?

Title:	Synonym Concentration
Group Size:	small groups
Materials:	word cards (teacher prepared)

Procedure(s):

- Shuffle cards and spread out, face down.
- Decide order of players.
- First player turns up two cards. If synonyms, player takes them. If not, he/she turns them down again.
- Each player in turn tried to match two snynonyms.
- The game is played until all cards are played.

Suggested Monitoring Procedures

Sample test: The student will be able to write or tell at least one synonym for each word orally presented by teacher.

Rewrite the story. Use synonyms to replace the underlined words.

One day a little boy was walking down the street. He saw a coin laying on the sidewalk.

He looked all around but saw no one. So he bent down and picked up the coin.

He wanted to find out who it belonged to, so he started going to the houses nearby.

Finally, the boy found the person who had lost the coin. The person gave him a reward for returning the coin.

Possible Resources

Teacher's Manual - District Adopted Material

Change for Children, Kaplan, Kaplan, Madsen, Taylor; Goodyear Pub. Co., 1973.

Reading Activities for Child Involvement, Evelyn B. Spacke, Allyn and Bacon, 1973.

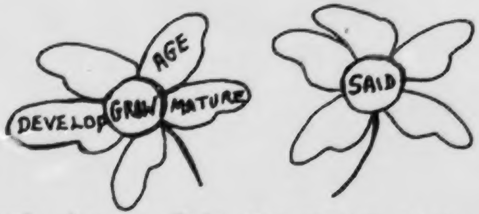
Kit: "Synonym and Antonym Ladder", The Judy Company

District Resources

Suggested Activities: Grade(s) 2-3

Title: Synonym Garden
Group Size: individual
Materials: work sheet

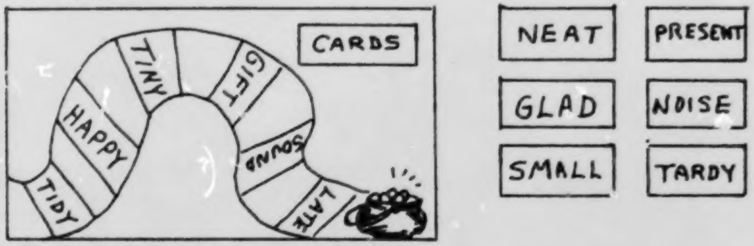
Procedure(s):



- Make a work sheet. Fill the garden with synonym flowers. How many can you grow?

Title: Pot of Gold
Group Size: pair, small group
Materials: game board, cards, markers

Procedure(s):



- Make a game with a list of words. Indicate start and finish on game board.
- Make a set of cards, each with one word. The words listed on the cards are synonyms for the words listed on the board.
- Place cards face down in a pile on the board.
- Have students draw a card. If card is a synonym for the word on which his/her marker is placed, the player moves the marker to the next word. If word is not a synonym, player remains on word and draws a new card at next turn.
- Used cards are put in a pile face down and may be used again if necessary.
- The first player to get to the pot of gold is the winner.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that synonyms are words that have similar meanings. B. The student is able to read and understand the meaning of synonyms appropriate to his/her instructional level.

State Goal 1

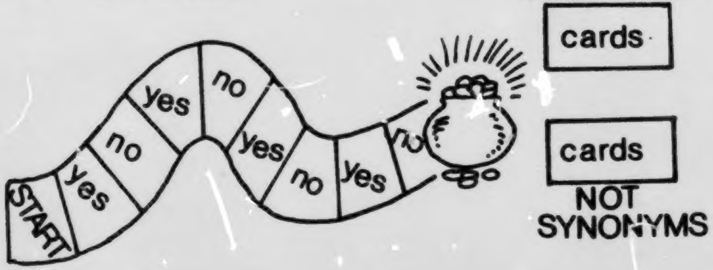
District Goal

Program Goal 3, 4

Related Area(s) Language Arts, Spelling, Written Expression

Suggested Activities: Grade(s) 2-3

Variation:
- Make a game board.



- Make cards with pairs of words, some of which are synonyms and some pairs which are not synonyms.
- The first player takes a card and if the two words are synonyms, he/she may move to the next yes. If the words are not synonyms, he/she may move to the next no.
- The play continues until a player reaches the pot of gold.
- This game may be played with homonyns, antonyms, etc.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that synonyms are words that have similar meanings. B. The student is able to read and understand the meaning of synonyms appropriate to his/her instructional level.

State Goal	1
District Goal	
Program Goal	3, 4

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Environmental Trip
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- In order to develop written expression of feelings toward polluted environments, have the class visit a site of environmental pollution. This could be an eroded bank, a litter-strewn lot, an industrial complex with belching smoke, or a noisy street corner.
- Have the students write down as many words as possible that express how they feel at that moment about the scene before them. The teacher can compose a master list later. (If it is not possible to visit an actual site, slides or pictures may be used.)
- Back in the classroom, read lists. Then ask the following questions: Do the words mean the same thing to all students? What synonyms can be identified for these words.

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Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Teaching Activities in Environmental Education, Volume III, 1975, by Wheatley and Coon.

ERIC Center for Science, Mathematics Environmental Education, Ohio State University.

Center Stuff for Nooks and Crannies, Forte, Pangle, and Tupa, Incentive Publications, 1973.

District Resources

401

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to read and understand the meaning of homonyms appropriate to his/her instructional level. B. The student knows that homonyms are words that sound the same but have different meanings and spellings, i.e., pear, pair, pare, eight, ate, weight, wait, know, no.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3, 4

Suggested Activities: Grade(s) 2-3

Title: Magnetic Homonyms
Group Size: pair, small group
Materials: cards, paper clips, magnet

Procedure(s):

- Write pairs of homonyms on cards, placing one word on each card. Put a paper clip on card.
- The cards are placed face down and mixed.
- A magnet is used to pick up two cards at a turn. They are then flipped over and checked to see if they are homonyms.
- If they are homonyms, they are counted as one point for the magnet holder. If not, they are returned to the pile, and the magnet is passed to the next player.
- Game is continued until all cards are used.
- Person with most cards wins.

Variation:

- Put magnet on end of fishing pole and cards in a fish bowl.

Suggested Monitoring Procedures

Observe group in homonym game. Note and record students who understand the meaning of homonyms and those who do not.

On a work sheet write sentences with one word missing. The student is to choose homonyms and write in the correct word, e.g., I (eight) (ate) the apple.

Possible Resources

Teacher's Manual - District Adopted Material

Change for Children, Kaplan, Kaplan, Madsen, and Taylor, Goodyear Publishing, Inc., copyright 1973.

Reading Activities for Child Involvement, Evelyn B. Spache, Allyn and Bacon, 1973.

District Resources

Suggested Activities: Grade(s) 2-3

Suggested Monitoring Procedures

Possible Resources

Title: Choose A Homonym
Group Size: individual
Materials: cards (with homonyms), list of sentences containing an underlined homonym

Procedure(s):

- Deal homonym cards to a small group of students. Teacher or student who has no homonym cards reads the sentences. Student who has a homonym card for a word discards his/her card. Student who first discards homonym cards is the winner.

Variation:

- Give the student sets of cards that have homonyms. Read a sentence and have the student choose the correct word for the sentence.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student is able to read and understand the meaning of homonyms appropriate to his/her instructional level. B. The student knows that homonyms are words that sound the same but have different meanings and spellings, i.e., pear, pair, pare, eight, ate, weight, wait, know, no.

State Goal	1
District Goal	
Program Goal	3, 4

Related Area(s)

Suggested Activities: Grade(s) 2-3

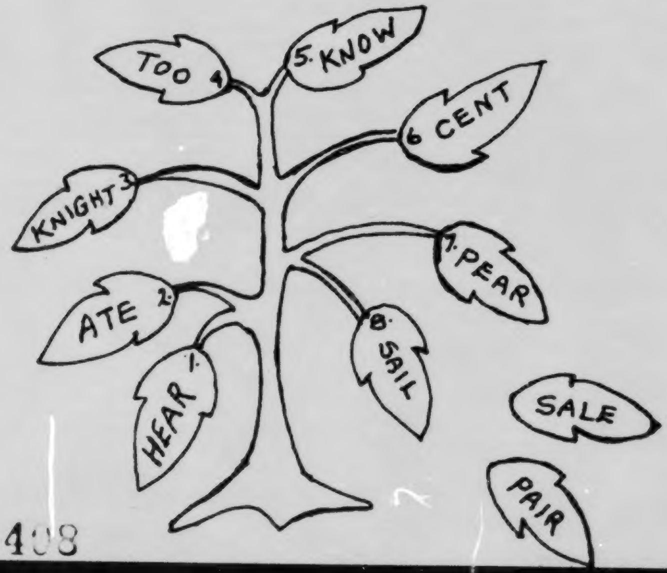
Title: The Pair Tree
Group Size: individual, small group
Materials: game board, cards (leaf-shaped)

Procedure(s):

- Student matches words on leaves with homonyms on tree game board. Numbering leaves makes it self-correcting.

Variation:

- Students write the pairs of words on pear-shaped pieces of paper and make the tree themselves.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 2-3

Title: Homonym Match
Group Size: small group
Materials: cards, tagboard, felt tip pens

Procedure(s):

- Write pairs of homonyms on cards.
- Shuffle deck and pass out an equal number of cards to all players until all cards are passed out.
- First player puts down one card.
- Player who has the homonym plays it. Then he/she plays a new card.
- Player with homonyn plays it, etc.
- Player who uses all his/her cards first wins.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 2-3

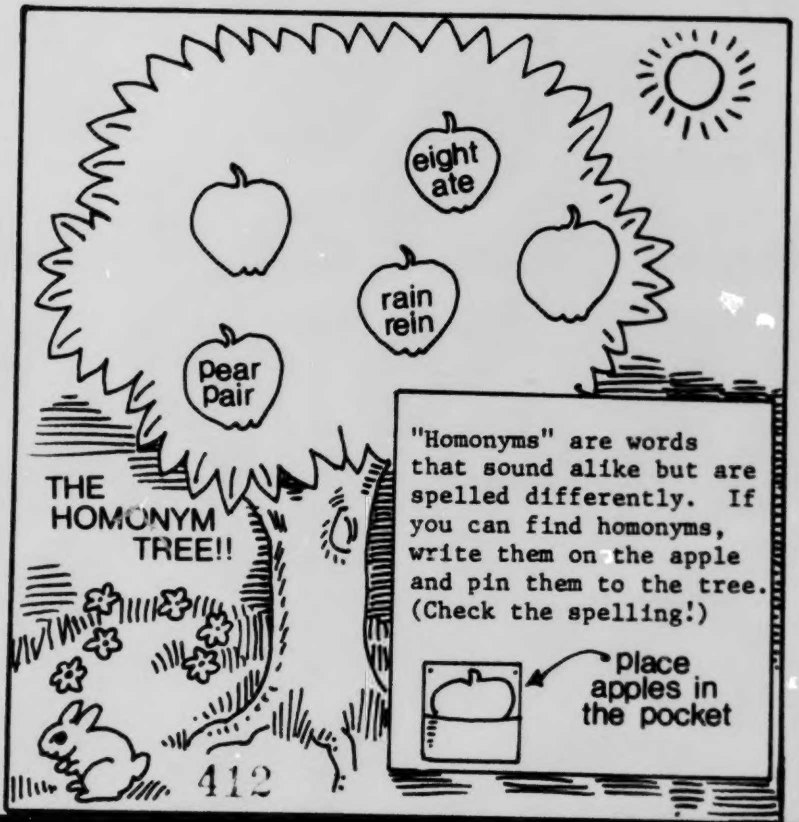
Student Learning Objective(s) A. The student is able to read and understand the meaning of homonyms appropriate to his/her instructional level. B. The student knows that homonyms are words that sound the same but have different meanings and spellings, i.e., pear, pair, pare, eight, ate, weight, wait, know, no.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3, 4

Suggested Activities: Grade(s) 2-3

Title: The Homonym Tree
Group Size:
Materials: bulletin board, colored paper, pens



"Homonyms" are words that sound alike but are spelled differently. If you can find homonyms, write them on the apple and pin them to the tree. (Check the spelling!)

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that most words have multiple meanings.

B. The student is able to describe the meanings of words in the context of sentences or stories.

State Goal	1
District Goal	
Program Goal	3, 4

Related Area(s)

Suggested Activities: Grade(s) 1-3

Title:
Group Size: small group
Materials: chalkboard

Procedure(s):

- Print the word "show" on the chalkboard.
- Teacher says to the students, "I am going to read something to you. You will hear this word ______ several times. I want you to think about what it means each time you hear it."

  Example: The boys and girls are going to have a show. Sue said, "I will show you how to make a curtain for this stage." John said, "We can use this old blanket for a curtain if the hole doesn't show."
- Teacher asks:
  1. What I said first was--The boys and girls are going to have a show. What does show mean?
  2. Then what I said was--John said, "We can use this old blanket for a curtain if the hole won't show." What does show mean?
- Continue in this fashion.

Suggested Monitoring Procedures

Observe students in group activities. Note and record student who has attained the objectives and those who do not.

Move around the class while students are working in their seats. Give a card containing three sentences to a student. The three sentences contain the same word with different meanings. The student is asked to read the sentences and give the meanings to the teacher. Example: (1) Please take these books to the library. (2) It will take two of you to carry them. (3) I can't take all this loud noise.

Possible Resources

Teacher's Manual - District Adopted Material

Kit: "One Too Many", Richard Boning, Dexter and Westbrook, Ltd.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
Title: Multiple Meanings Group Size: individual, small group Materials: work sheet Procedure(s): . Give the students a paragraph in which a common word occurs several times. . Students are to read the paragraph and give the meaning of the word in each sentence. . Example: John stood still so Mother could take his picture. Then the phone rang and Mother went to answer. She said, "John, please be still while I am on the phone." John still kept on talking. . Other words to use: get, bark, let, run.		Teacher's Manual - District Adopted Material District Resources

SMALL SCHOOLS PROJECT

SUBJECT: **Reading**

SPECIFIC AREA: **Comprehension: Punctuation**

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that punctuation marks are an aid to comprehension.	209	1-3					
. that a period signals the end of a statement.	209	1-2					
. that a question mark signals the end of an asking sentence.	209	1-2					
. that a comma signals a pause.	211	1-2					
. that an exclamation mark signals strong feelings.	215	1-2					
. that a comma signals an explanatory phrase, the name of a person spoken to, or the separation of items in a series.	213	2-3					
. a quotation mark signals the words spoken by an individual.	217	2-3					
. an apostrophe signals a contraction or ownership.	219	1-3					
The student is able to:							
. determine in context the specific strong feeling signaled by the exclamation mark.	215	1-3					
. determine the meaning signaled by commas.	213	1-3					
. determine whether quotation marks are used to indicate words spoken or identify special names or titles.	217	2-3					
. determine that the apostrophe signals a contraction or a possessive.	219	1-3					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The students knows that punctuation marks are an aid to comprehension. B. The student knows that a period signals the end of a statement. C. The students knows that a question mark signals the end of an asking sentence.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1-2

Title:
Group Size: individual or small group
Materials: chalkboard or work sheet

Procedure(s):

- As a group or individbally (as follow-up to instruction), have student insert question marks and periods where necessary.

Example:

"What can I do to help " asked the boy to his mother She was making his favorite cookies
"You can get some bowls for the decorations Can you find them "
"Yes, I can," he said
"Thank you for helping me," said his mother

Lisa was walking home She saw ahead of her a large gray rabbit Lisa asked herself, "What is that rabbit doing here I wonder where he is going "
The rabbit looked at Lisa He seemed to be thinking the same thing What is that girl doing here
As they passed one another on the road, Lisa was happy that something unusual had happened today

423

Suggested Monitoring Procedures

Teacher can observe the students completing punctuation in a series of given sentences.

The student will be able to insert the period and question mark in the appropriate place in a sentence, or a group of sentences in a selection.

Given a series of unpunctuated sentences, the student will be able to determine if the sentence requires a period or a question mark.

Possible Resources

Teacher's Manual - District Adopted Material

Reading Activities for Learning Centers by Frank Schaffer

Film: "Punctuation" for rental from: Audio-Visual Services, University Park, Pa.

Film: "Punctuation for Beginners" Coronet Instructional Films

District Resources

424

Suggested Activities: Grade(s) 1-2

Suggested Monitoring Procedures

Possible Resources

Title: Wait a Minute!
Group Size: individual, entire class
Materials: written selections without periods or question marks

Procedure(s):

Write this story again. Put in all the capital letters and periods that have been left out.

Sam saw a black cat he ran to get it the cat jumped in a box Sam did not see the cat the box fell the cat ran now Sam saw the black cat Sam got it.

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows that a comma signals a pause.

State Goal	1
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) 1-2

Title:
Group Size: small, large, or entire class
Materials: chalkboard or worksheet

Procedure(s):

- Write sentences containing lists of things on the worksheet (or board) without commas.
- Students then read the lists.
- Write sentences containing the lists of things. Use commas in the sentences.
- Ask students: Which is easier to read? What did you do at each comma?
- Discuss.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

429

430

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows that a comma signals an explanatory phrase, the name of a person spoken to or the separation of items in a series. C. The students knows that a comma signals a pause. D. The student is able to determine the meaning signaled by commas.

Related Area(s) Language Arts

State Goal	1
District Goal	
Program Goal	6

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small or large groups
Materials: work sheet

Procedure(s):

- On a chalkboard or on a work sheet have sample sentences in which there are explanatory phrases, names or persons or items in a series separated by commas. Insert commas in different places to show how this alters the meaning of the sentence.

Example: John the boy in the blue sweater is my brother. (explanatory phrase)

- John, the boy in the blue sweater is my brother.
  Who is John? a boy being spoken to
- John, the boy in the blue sweater, is my brother.
  Who is John? my brother/a boy wearing a blue sweater

Example: Jack knows Patty. (name of person)

- Jack knows Patty.
  Jack is a friend of Patty.
- Jack knows, Patty.
  Patty is a person being spoken to.

Example: Jane is bringing these things to the picnic: ice cream, chocolate cake, fruit salad.
How many things is Jane bringing?
ice, cream, chocolate, cake, fruit, salad 6
ice cream, chocolate cake, fruit salad 3

Suggested Monitoring Procedures

When the student comes to a sentence with a comma, ask the student what a comma does.

Given an unknown sentence with a comma or commas, the student will be able to give the meaning of the phrase set aside by the comma. The student will be able to read the sentence in the appropriate manner.

Example: Billy, Joe went to the show with us yesterday afternoon.

Choose the correct interpretation.
- Someone is speaking to Billy Joe.
- Joe went to the show.
- Someone is speaking to Billy.
- Billy Joe went to the show.

The student will be able to pick the correct response.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows that an exclamation mark signals strong feelings. C. The student is able to determine in context the specific strong feeling signaled by the exclamation mark.

State Goal	1
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) 1-3

Title:
Group Size: individual, small group
Materials: chalkboard or work sheet

Procedure(s):

- Give examples of sentences on the board. Then show how those sentences can change feeling when an exclamation mark is added.

Example:
a. Hand me the bag.
Hand me the bag!

b. I'm going home.
I'm going home!

Extension: The students are giving a story requiring them to fill in exclamation marks where needed.

Example:
Fire We had not expected it this summer. It must have been from the lightening last night
"Help " The voice rang through the night.

Fire! We had not expected it this summer. It must have been from the lightening last night!
"Help!" The voice rang through the night.

Suggested Monitoring Procedures

Ask the students what an exclamation mark signals.

When the student comes to a sentence with an exclamation mark, he/she will be able to express the specific strong feeling signaled as determined by context.

Given a series of sentences, the student is able to determine which sentences should have exclamation marks.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows that a quotation mark signals the words spoken by an individual. C. The student is able to determine whether quotation marks are used to indicate words spoken or identify special names or titles.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1-3

Title: Newspaper Idea
Group Size: individual or entire class
Materials: newspapers, scissors, paste

Procedure(s):

- Have students read comic section of a newspaper.
- Have each student pick a column that he/she enjoys that has several characters talking.
- Have each student copy the narration of the comic he/she has chosen.

Example: (Dagwood and Blondie Comic Strip)

Dagwood walks to the ringing phone and picks up the receiver. "Hello!" he said, "You don't say... You don't say... You don't say." He returns the receiver to its cradle.

Blondie walks into the livingroom and asks, "Who was that?"

Dagwood retorts, "He didn't say."

- **Variation:** Have the students cut comic cartoon out of newspaper. Make sure it does not have a caption.
- Have the students fill in the caption on their own, using quotation marks for persons speaking.

Title: Nicknames
Group Size: entire class
Materials: paper and pencil

Procedure(s):

- Have students make nicknames for other students in class, listing them on a sheet or paper.

Example: 1. Mike "The Rock" Clifton
2. Kathy "Cat" Fredericks, etc.

Suggested Monitoring Procedures

The student will be able to put quotation marks around appropriate words or group of words in a sentence, when given a series of sentences.

Example:

a. Hello, said the voice.
"Hello," said the voice.

b. I read, Call of the Wild.
I read, "Call of the Wild."

c. Shorty Mackintosh was the smallest boy in class.

"Shorty" Mackintosh was the smallest boy in class.

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers- comics

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that punctuation marks are an aid to comprehension. B. The student knows that an apostrophe signals a contraction or ownership. C. The student is able to determine that the apostrophe signals a contraction or possessive.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1-3

Title:
Group Size: individual or entire class
Materials: chalkboard or work sheet

Procedure(s):

- On a work sheet, the students write the contracted form of the list of words at the top of the sheet.
- On the bottom of the sheet is a story in which the students fill in the blanks with missing contractions.
- This activity could also be done on the chalkboard.
- Capable students may enjoy making up their own stories with as many contractions as possible.

Example:
did not didn't I will ____
can not ____ should not ____
I am ____ is not ____

I'm not feeling very well. ____ too bad. My throat hurts so I ____ talk very loudly. I ____ take my medicine, so Mom said she ____ let me talk on the phone. I sure ____ do that again. Maybe ____ be better tomorrow.

Title:
Group Size:
Materials:

Procedure(s):

- The students will identify the possessive endings in the phrases by rewriting them in possessive form.

the desk of the father - his father's desk
the legs of the table - the table's legs
the shoes of the girl - the girl's shoes

Suggested Monitoring Procedures

Ask the students what an apostrophe is used for.

When the student comes to a sentence with an apostrophe, the student will be able to tell how it is used--either as a contraction or as ownership.

Given a series of unmarked words in a sentence, the student will be able to fill in the needed apostrophe in the appropriate places and to show that it means either contraction or shows ownership.

Example: On the lines below the sentence fill in the contractions and possessives and label them.

The boys lamp wasnt broken.

1. boys' - possessive
2. wasn't - contraction

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: **Grade(s)** _______

Suggested Monitoring Procedures

Possible Resources

Title: Apostrophe Rummy
Group Size: 4-6 players
Materials: game: 52 blank tagboard cards.

13 cards have contractions written on them didn't

13 cards with possessive phrases Jane's hat

13 cards with the word "contraction" contraction

13 cards with the word "possessive" possessive

Procedure(s):

- Each player is dealt five cards.
- The object of the game is to match a possessive word card with a possessive phrase card possessive and Jane's hat and a contraction word card with a contraction, didn't and contraction
- The players take turns drawing cards from the pile in the center and laying down their matches.
- The first player who lays down all his/her cards with one to discard, wins.

District Resources

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Literal

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. literal details are stated facts such as names of characters, setting, incidents and time the story or event took place.		1-3					
. the main idea of a story (selection) or paragraph is an explicit statement which conveys the theme or focus of the story (selection) or paragraph.		1-3					
. sequence is the order of incidents or actions in a selection.		1-3					
The student is able to:							
. recall details (when explicitly stated) from listening to selection read orally by another.	223	K-1					
*. locate details (when explicitly stated) after having read a selection.	225	1-3					
*. recall the main idea (when explicitly stated) from a selection read by self or others.	227	2-3					
. recall a sequence (when explicitly stated) from listening to a selection read orally by another.	229	K-1					
*. recall a sequence (when explicitly stated) of a selection read by self.	229	K-1					
. recall character traits (when explicitly stated) from listening to a selection read orally.	237-	1-3					
*. recall cause and effect relationships (when explicitly stated) from listening to a selection by self or others.	235	2-3					
. recall comparisons (when explicitly stated) in a selection read by self or others.	237	2-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to recall details (when explicitly stated) from listening to a selection read orally by another.

State Goal	1,10
District Goal	
Program Goal	6

Related Area(s) Language Arts, Reading - Silent Reading

Suggested Activities: Grade(s) K-1

Title: The Present
Group Size: large group, small group
Materials: text or other selection

Procedure(s):

- Read the following selection:

One day Steve and Jenny went to the toy store to buy a birthday present for their cousin Bill.

"I think Bill would like this toy car," Steve said to his sister.

"Oh, he already has lots of toy cars," said Jenny. "How about this box of big crayons? They're just the kind I use."

"We can't get him that," said Steve. "He's too old for crayons."

"Why? Even big boys like to draw," said Jenny.

Since they couldn't agree, Steve and Jenny went on. They looked at two more toys before they found what they wanted. They saw a train set that they both liked, but they didn't have enough money to buy it. Then Jenny liked a puzzle book, but Steve said he knew Bill had one just like it.

Finally they found something they both really liked, and they had enough money, too. So they bought Bill a toy frog that hopped.

- Ask the following questions:

A. What toys did Steve and Jenny look at before they picked Bill's present? (a toy car, crayons, a train set, a puzzle book)

Suggested Monitoring Procedures

Ask the student questions concerning the story. Also give students an oral test or dittoed sheets requiring matching, fill-in blank or true - false statements pertaining to the story.

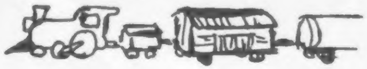
Observe their results.

Example:

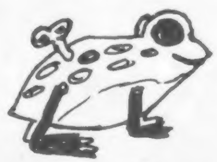
1. Steve wanted to buy Bill a __________.
2. Jenny wanted to buy Bill a __________.
3. They settled on a _______.

Match the sentence to the right picture.

1. Steve and Jenny agreed on a present but could not afford it.



2. They bought this present for Bill.



Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Read and Tell, Pt. 2 A Series", Universal Education and Visual Arts

District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
B. What did they finally buy? (a toy frog that hopped)	True or False ____ 1. Bill was Steve's brother. ____ 2. Jenny said that boys like to draw. ____ 3. Jenny and Steve decided to buy the train.	Teacher's Manual - District Adopted Material
		District Resources

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453

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to locate details (when explicitly stated) after having read a selection.

State Goal	1, 10
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1-3

Title: My Lucky Day
Group Size: large group, small group
Materials: texts or teacher-made story

Procedure(s):

. Print the following sentences on the board:

This is my lucky day.
I get to go to the zoo.
Steve, Betty, Joe and Sue will go, too.
We will go on the bus.
Steve wants to see the tigers.
Betty wants to see the lions.
Joe wants to see the kangaroos.
Sue wants to see the rabbits.
I just want to see all of the animals.

. Give the pupils time to read all the sentences silently. Then ask individual students the following questions:

a. What kind of a day was it? (lucky)
b. Where was everyone going? (to the zoo)
c. How are they going to get there? (on the bus)
d. What did Steve want to see? (tigers)
e. What did Betty want to see? (lions)
f. What did Joe want to see? (kangaroos)
g. What did Sue want to see? (rabbits)
h. What did the person who told the story want to see? (all the animals)

Suggested Monitoring Procedures

Allow student to read selection silently then ask him/her to locate specific details in the selection itself.

Example:

1. What kind of a day was it? (lucky)
2. How are they going to get there? (by bus)

Record student's correct responses.

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Read and Tell, Pt. 2, A Series", Universal Education and Visual Arts

District Resources

Suggested Activities: Grade(s) 1-3

Title:
Group Size: reading group, 4-6
Materials: readers, colored paper strips

Procedure(s):

- After students have read a story silently, each student is handed a paper strip with a question that is answered in the story.
- The student then locates the answer.
- Each student reads his/her question from the strip and the answer in the book when it is his/her turn to read orally.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to recall the main idea (when explicitly stated) from a selection read by self or others.

State Goal	1, 10
District Goal	
Program Goal	6

Related Area(s) Language Arts - Literature

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small or large group
Materials: texts

Procedure(s):

- Read the students a story that has a long story line.
- Before you read the story, discuss the title with the students and ask what they think the story will be about.
- After the story has been read, discuss the main idea of the story, and suggest another title that may have been used.

Variation: Read the students a book about making something. Afterwards, ask them to draw a picture of what the selection was about and have them tell about it in one sentence.

Use oragani paper and fold to make objects described in the story.

Suggested Monitoring Procedures

The student will be able to circle the correct sentence pertaining to the main idea of a selection when given many sentences.

Example:

1. The doctor has many different patients.
2. The doctor has a new car.
3. The doctor leads a busy life.
4. The doctor's name is Jim.

or

The student will be able to identify the sentence in the selection which best identifies the main idea.

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Reading Comprehension: Basic Rules" from "The How to Grow Bookworms Series", Eye Gate House, Inc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) A. The student is able to recall sequence (when explicitly stated) from listening to a selection read orally by another. B. The student is able to recall sequence (when explicitly stated) from a selection read by self.

State Goal	1, 10
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title:
Group Size: individual, entire class
Materials: fables or fairy tale books

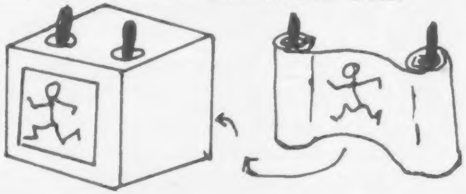
Procedure(s):

- Read a fairy tale such as "Little Red Riding Hood."
- Give the students a set of pictures showing the story at different stages.
- Have them arrange the pictures in the order of the sequence of the story.
- Then have the student retell the story as they point to the pictures.

Title:
Group Size: individual, entire class
Materials: roll of paper, cardboard box

Procedure(s):

- Have the students read a story. After reading the story, the students draw pictures depicting scenes from the story.
- The student puts the pictures on a roll of paper.
- The roll is fixed to a cardboard box.



- The students have the story pictures rolled to one side. They roll it to the other side as they retell the story.

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Suggested Monitoring Procedures

Individually, the teacher observes the student's ability to correctly sequence the pictures.

Observe the student's product to see if properly sequenced.

Possible Resources

Teacher's Manual - District Adopted Material

Children's story books

newspapers - comics

Duplicating Master: "What Comes First? Next? Last?", The Instructo Corporation

Film: "8mm Sound Loop: "Before and After: Telling the Story in Logical Sequence", The Learning Corp. of America

District Resources

403

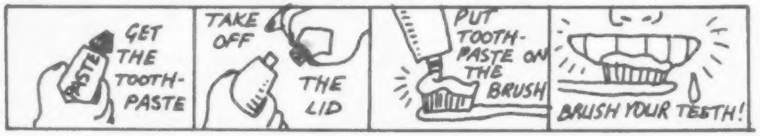
Suggested Activities: Grade(s) K-1

Title: Newspaper Idea
Group Size: individual or small group
Materials: newspaper comics

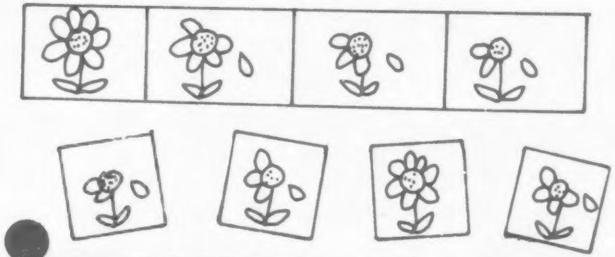
Procedure(s):
- Teacher cuts familiar comics, with little script, Sunday or daily papers.
- Have students sequence the pictures and tell a story to go with the comic pictures.

Title:
Group Size: total class
Materials: papers, crayons

Procedure(s):
- Each student thinks of a "happening".
- Give each student a sheet of paper and have them tear or cut the paper into four sections.
- Each student makes illustrations and/or writes sentences of four events in a sequence contained in the happening.
- The student mixes up the four sections and gives to a friend to put together.



Extension: Make a puzzle for sequential order by cutting up comic strips and laminating each section. Mix up the parts and students put them in sequential order. Have students use the same "whole" comic strip for self correcting.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to recall character traits (when explicitly stated) from listening to a selection read orally.

State Goal	1, 10
District Goal	
Program Goal	6

Related Area(s) Language Arts - Creative Dramatics, Literature

Suggested Activities: Grade(s) 1

Title:
Group Size: large group or small group
Materials:

Procedure(s):

- The teacher reads a selection to the group.
- The students dress up and/or act like the characters in the story.

Variation: With more than one character, the audience can try to guess which character the student is portraying.

Suggested Monitoring Procedures

1. Teacher observes the students orally describe specific characters from listening to a selection read to them by another.
2. Teacher observation of student pantomime of character in a selection read orally.

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrips: "Read and Talk About - A Series", "Read and Tell - A Series", Eye Gate House, Inc.

District Resources

456

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
6		
		District Resources
408		409

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

State Goal	1, 10
District Goal	
Program Goal	6

Student Learning Objective(s) The student is able to recall character traits (when explicitly stated) from listening to a selection read orally.

Related Area(s) Language Arts - Literature

Suggested Activities: Grade(s) 2-3

Title:
Group Size: individual
Materials: work sheet

Procedure(s):

- Students will be able to choose words from a "word bank" to describe characters from a selection.

Example: Circle the words that describe the character. Will is: clever, strong, fat, lazy, intelligent, tired, happy, sad, friendly.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrips: "Read and Talk About - A Series", "Read and Tell - A Series", Eye Gate House, Inc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to recall cause and effect relationship (when explicitly stated) from listening to a selection read by self or others.

State Goal	1, 10
District Goal	
Program Goal	6

Related Area(s) Language Arts, Social Studies, Science, Environmental Education, Safety Education

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group, entire class
Materials:

Procedure(s):

- The teacher reads safety procedures for the school.
- The students discuss the cause and effect relationship between following the rules and safety precautions.

Variation: Discuss school rules, classroom rules.

Suggested Monitoring Procedures

Given a series of sentences with multiple answers, the students will be able to choose either the cause or effect of the given sentence as it pertains to the selection read.

Example: Following a Selection:

1. Father looked surprised

   a. because Jimmy's nose had grown three feet.
   b. because Jimmy passed his math test.
   c. because Jimmy wasn't home.

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Read and Tell, Pt. 2 - A Series", Universal Education and Visual Arts

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to recall comparisons (when explicitly stated) in a selection read by self or others.

State Goal	1, 10
District Goal	
Program Goal	6

Related Area(s) Language Arts, Science, Mathematics - measurement

Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials:

Procedure(s):

- The students prepare a chart, showing the difference between two animals, people, or plants about which they have read. They may use reference books to find information to complete the chart. (Answers to chart may be written or drawn.)
- The teacher may give each student a duplicated outline or the outline may be written on the chalkboard.

The Porcupine and the Raccoon

	Porcupine	Raccoon
1. Appearance		
2. Kind of Home		
3. Food		
4. Means of Protection		
5. Habits		
6. Young		
7. Size		
8. Hibernation		
9. Usefulness		
10. Where Found		

Suggested Monitoring Procedures

The students will be able to make lists of likenesses and differences between given characters or objects in a selection read by self or others.

Example: 2 dogs

Fritz	Fanny
shaggy	short-haired
huge	tiny
loud bark	soft bark
little teeth	big teeth
brown color	black color

Students will be able to orally compare characters or objects in a selection.

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading- by Selma E. Herr, Wm. C. Brown Publishers, copyright 1971.

District Resources

Suggested Activities: Grade(s) ______

Title: Introducing Comparisons
Group Size: small group
Materials: work sheet

Procedure(s):

- Questions similar to those following are prepared, making use of information the students are learning in arithmetic, social studies and science. The students write the answers.

Example:

a. Which is shorter, your thumb or your foot?
b. Which is thicker, a sandwich or a cracker?
c. Which is faster, a train or an airplane?

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Teaching for Thinking, Theory and Application, Louis E. Raths, et al., Merrill Publishing Co., Columbus, Ohio, 1967, pp. 82-92.

District Resources

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Interpretive

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. inferred details are those details which the author did not include but could (have) made the material more interesting or appealing.	241	1-3					
. the main idea theme or focus may not be (explicitly) stated in the selection.	261	1-3					
. some of the events or actions of the story may not be explicitly stated.	261	1-3					
The student is able to:							
. sense emotion/mood of a selection read by self or others.	243-	K-3					
predict outcomes of a selection read by self or others.	247-	K-3					
infer character traits in a selection read by self or others.	257-	K-3					
. to make generalizations from a selection read by self or others.	255	K-3					
*. draw conclusions from a selection read by self or others.	257-	K-3					
*. infer the main idea of a selection read by self or others.	251	K-3					
. infer the literal meanings from the author's figurative use of language.	263	3					
. make a simple analogy from a selection read by self or others.	265	3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 483	ENVIRONMENTAL EDUCATION	OTHER ____________ 484

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student knows inferred details are those details which the author did not include but could (have) made the material more interesting or appealing.

State Goal	1
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) 1-3

Title: Questions and Answers
Group Size: small or large group
Materials: book or story

Procedure(s):

- After having read, or having been read, a selection the teacher will lead a discussion that could bring out the following points:

1. Was there a lesson to be learned?
2. Was there a moral to the story?
3. Was there subtle humor in the story?
4. Did the story relate to any other story you have heard or read?
5. Were there any outside events that influenced the outcome of the story?
6. Can you think of any characters that influenced the outcome of the story?
7. How would the story turn out if the time, or location was changed?

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Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Reading Comprehension Basic Rules" from "The How to Grow Bookworms Series", Eye Gate House, Inc.

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to sense emotion/mood of a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title:
Group Size: small group, entire class
Materials: drawing paper, crayons

Procedure(s):

- Have students draw pictures of people's faces to depict emotions: happy, sad, worried, scared, angry, etc.

Variation: Students make emotional collages of people's faces by cutting pictures of people from magazines. A collage may be made individually, in small groups or by the entire class.

Title:
Group Size: small group, entire class
Materials: pencil, paper, chalkboard

Procedure(s):

- After reading a story, have the students tell or locate and list words from the story which identify the main character's feelings.

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Suggested Monitoring Procedures

After having read a selection, the student can list (or choose from a written list) words which describe the moods and emotions of the character(s).

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

401

402

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to sense emotion/mood from listening to a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group, entire class
Materials: paragraph, story, text, work sheet or chalkboard

Procedure(s):

After reading a story or paragraphs depicting emotional situations, the student can choose from a list the emotion depicted by the selection.

Example: Bill hung his head. He now realized it was cruel to whip his dog. Bill felt ____________.

Emotions
grateful
ashamed
hateful

Title:
Group Size:
Materials: paragraph, story, text

Procedure(s):

After reading a paragraph about a character, have the students respond to questions requiring critical thinking and judgments about the character.

Example: She was exquisitely dressed in a shimmering gown, her fur draped over her shoulder. Her hair was impeccably neat and her eyes twinkled as he looked over the waves of blooming flowers. Her skin was clear and free of wrinkles. She seemed happy and content looking at the beautiful flowers.

1. What kind of a person do you think she is?

Suggested Monitoring Procedures

After having read a story the student writes a brief description of the main (or favorite) character, using words to describe the character emotionally, rather than physically.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to predict outcomes of a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title:
Group Size: small group, entire class
Materials: story, paper, pencil, crayons

Procedure(s):

- After reading or listening to a story, have the students predict what is going to happen next. Students may draw or write predictions on a sheet of paper and tell why they think this will happen.

Variations:

- A story is taped and only the first two-thirds of the story is recorded. The students then tell or write or draw their own predicted endings.
- Show a film story and stop the projector before the end is clear. Then have the students draw or write their own predicted endings.

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Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading by Selma E. Herr, Wm. C. Brown Company, Publishers, copyright 1971.

Kit: "One Too Many", Kits A and B, Dexter and Westbrook, Ltd.

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to predict outcomes of a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 2-3

Title: Newspaper Idea
Group Size: individual or entire class
Materials: newspaper article(s)

Procedure(s):

- Interest stories taken from newspapers may be used. The example below was published in a daily newspaper. The students are to read the stories and then predict the outcome.

  Example: The Coleman family moved to a new house about a hundred miles from their former ranch home. On the day they left, Old Tom was nowhere about. The children looked everywhere and called him all that morning before they left the ranch, but Old Tom did not come to them, so they finally left without him.

  The family who bought the ranch told the Colemans that Old Tom had never been seen after they left, and it was supposed that he had gone to a nearby ranch to make his home.

  One day when the Colemans returned from shopping, a black cat was pacing the roof of the house next to theirs.

  "It looks like Old Tom," Mr. Coleman said. He used to say "Meow" to Old Tom and he would meow in return, so Mr. Coleman called "Meow" to the black car on the roof. The cat said "Meow" in return.

  The cat descended from the roof and went over to Mr. Coleman. He examined the cat carefully and found the coloring was the same, and the scars were

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading by Selma E. Herr, Wm. C. Brown Co. Publishers, copyright 1971.

Newspapers

Kit: "One Too Many", Kit B, Dexter and Westbrook, Ltd.

District Resources

Suggested Activities: Grade(s) 2-3

there. He had an ear nicked in a fight with another tom cat. Mr. Coleman was certain that it was their Old Tom, so he called the family to tell them what he thought.

a. Do you think this was Old Tom? Why?
b. What do you think happened next?

Title: Predicting Story Outcomes
Group Size: entire class
Materials: story, tape recorder, film and projector, work sheet, paper, pencil, crayons, paint

Procedure(s):

- The students are to write the ending, choose the right ending from a list or discuss similar situations and what students have done.

or

- After listening to a story the students discuss the predicted outcome. The students tell why they think this character acted as he/she did and what they would have done in a similar situation.

or

- A story is taped and only the first two-thirds of the story is recorded. The students then tell, write or draw their own predicted endings.

or

- Show a film story and stop the projector before the end is clear. Then have the students draw or write their own predicted endings.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to infer character traits from a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: "Three Bears"
Group Size: small group or entire class
Materials: felt board, props for the "Three Bears" story

Procedure(s):

- Students watch and listen to a felt board presentation of the "Three Bears".
- The students act out the story, emphasizing voice change, emotion, and other traits of each particular character.

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Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Read and Tell, Pt. 2-A Series", Universal Education and Visual Arts.

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to infer character traits from a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 2-3

Title:
Group Size:
Materials:

Procedure(s):

- Have the students read a story from their reading series.
- Make up lists of items (like the example below) to insert the character that would fit the character traits.

Example:

1. Philip wants to mend broken wrists and knees. Philip wants to be a __________.
2. Pam wants to build houses. Pam wants to be a __________.
3. Ben wants to use screwdrivers and wrenches. Ben wants to be a __________.
4. Gerald wants to help the students. Gerald wants to be a __________.

Word Bank: doctor, teacher carpenter, mechanic

- This exercise may be dittoed or put on the board.

Title:
Group Size:
Materials:

Procedure(s):

- Choose a biographical story that has a word or phrase in its title that will lead the students to make inferences: "Betsy Ross and the Flag," "Florence Nightengale Helps the Sick."
- Ask the students to draw a picture of what they think the main character does.

Suggested Monitoring Procedures

After having read a selection, ask the student to give several words that he/she thinks would describe the character of __________ (any character in the selection).

After having read a selection, the student is asked to match character traits to the characters in the story. (Choose words from a printed list.)

Which words do you think tell about Freddy Frog? boastful, happy, curious, old, neat, smart, etc. (individual oral responses)

Possible Resources

Teacher's Manual - District Adopted Material

English Language Arts Reading Section K-12, The University of the State of New York, The State Ed. Dept. Bureaus of Elementary and Secondary Curriculum Development, reprint 1972.

Filmstrip: "Read and Tell, Pt. 2 - A Series", Universal Education and Visual Arts

District Resources

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
. Discuss these with the students, asking them why they included certain items in their pictures. . Help them to recognize how certain words bring to mind many details. . After reading the story have the students decide whether or not the inferences made were correct.		Teacher's Manual - District Adopted Material
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to make generalizations from a selection read by others or self.

State Goal 1

District Goal

Program Goal 6

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-3

Title:
Group Size: small group, entire class
Materials: selected reading

Procedure(s):

- Read the following selection:

  Listen while I read to you about Albert. See if you can tell where Albert was going.

  Albert got up early one morning. After breakfast he went out and dug for worms. When he had finished digging for worms, Albert put the worms into a can of dirt, took a long, thin pole with a string attached to one end of it, and started walking toward the river.

- Ask the following questions:

  Where do you think Albert was going? (fishing) What clues helped you to know that? (Albert dug worms, which are often used to catch fish. He had a long, thin pole, probably to be used as a fishing pole. He was headed for the river, where he might expect to find fish.)

- Print the following on the board:

  Nancy had been waiting for the pond to freeze. She had something she wanted to try out. Finally it got cold enough for the pond to freeze. Nancy sat on a rock by the pond. She took off her shoes and put on another kind of shoes. On the bottom of each of these shoes was a part that was hard and shiny. Nancy laced up the long laces and tied the shoes.

Suggested Monitoring Procedures

After having read or listened to a selection, the student can give oral or written responses to questions to indicate that he can make proper generalizations from the information given in the selection.

Possible Resources

Teacher's Manual - District Adopted Material

Phonotape: "Reading and Listening Between Lines", Educational Developmental Laboratories.

District Resources

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
. Have the children read the story. . Ask: What was Nancy going to do? (ice skate) What information helped you to know this? (The pond froze. Nancy sat by the frozen pond and put on her feet something that had to be laced up and that had a shiny part on the bottom.) . Read the following selection: Listen while I read to you about Susan and her father. See if you can figure out where they were. Susan's father drove his car to a building in town. Inside the building Susan walked over to a basket and her father walked beside her. He put different kinds of things in the basket as they went along. Every time Susan's father put something in the basket, he crossed the name off the list in his hand. . Ask: Where were Susan and her father? (in a supermarket) What things did I tell you that helped you to know this? (a basket that moves on wheels, different kinds of food, list) What was the basket that moved on wheels? (a shopping cart) What kind of list did Susan's father have in his hand? (grocery or shopping list)		Teacher's Manual - District Adopted Material **District Resources**

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to draw conclusions from a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) K-1

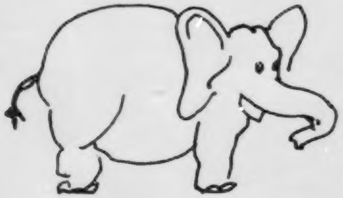
Title: Animals
Group Size: individual or small group
Materials: picture and written description of animals

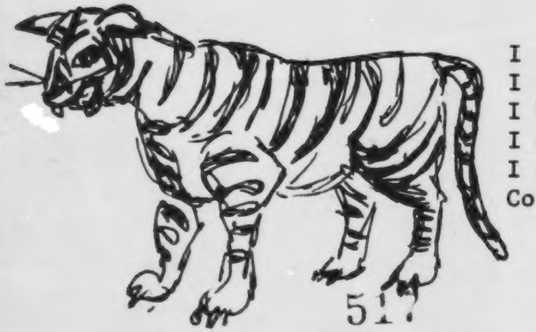
Procedure(s):

- Have pictures of animals covered with plain paper.
- Read with the students description of animal.
- Have student name the animal.
- Check answers by lifting cover and exposing animal picture.

Example:

I am a big animal.
I am a gray color.
I have a trunk.
I have big ears.
I am an _ _ _ _ _ _ _ _ _
Color me gray.





I look like a big cat.
I am orange.
I have black strips.
I can run quickly.
I am a _ _ _ _ _.
Color me orange.

Suggested Monitoring Procedures

After having read or listened to a selection, the student can give oral or written responses to questions that require the student to formulate conclusions. The selection to be read may be a sentence or a story. The response may be oral or written.

Possible Resources

Teacher's Manual - District Adopted Material

Reading Activities for Learning Centers by Frank Schaffer.

Making Sense: Reading Comprehension Improved Through Categorizing, Innternational Reading Association, Delaware, 1971.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to draw conclusions from a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title:
Group Size: small group
Materials: selected readings

Procedure(s):

- Read selection to students.
- Have students make conclusions based on the selection.

Example:

The air was very hot and still. Nothing moved. Kenny tried to get his kite to fly. He ran and ran, but it wouldn't go up in the air. It just dragged limply on the ground behind him.

From the story you can tell that:
a. the kite had no string
b. there was no wind
c. the kite was broken
d. Kenny needed a new kite

Suggested Monitoring Procedures

After having read or listened to a selection, the student can give oral or written responses to questions that require the student to formulate conclusions. The selection to be read may be a sentence or a story. The response may be written or oral.

Possible Resources

Teacher's Manual - District Adopted Material

Reading Activities for Learning Centers by Frank Schaffer.

Making Sense: Reading Comprehension Improved Through Categorizing, IRA, Newark, Delaware, 1971.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to infer the main idea of a selection read by self or others. B. The student knows the main idea theme or focus may not be (explicitly) stated in the selection. C. The student knows some of the events or actions of the story may not be explicitly stated.

State Goal 1
District Goal
Program Goal 6

Related Area(s) Language Arts

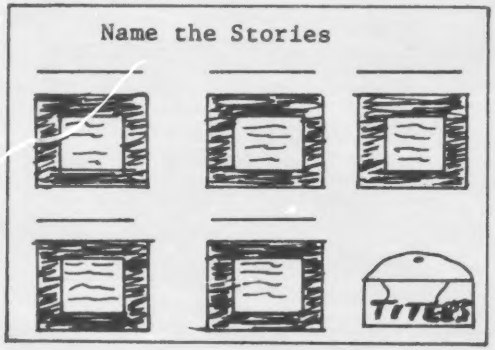
Suggested Activities: Grade(s) K-3

Title: The Name's the Game
Group Size: individual to large group
Materials:

Procedure(s):

- Using manuscript or a primary typewriter, write several short paragraphs. Mount these on construction paper to be placed on the bulletin board.
- Write a title for each paragraph on separate strips of paper. Place these in an envelope attached to the bulletin board. Include a few extra titles which would not fit any paragraph.
- As an independent activity, students may select the best title for each paragraph and tack the title above the paragraph.

Example:



Variation: Paragraphs may be read to students or read by students. Students underline best title on a work sheet.

Suggested Monitoring Procedures

After having read or listened to a selection, the student must choose from a list of several ideas. The one he/she thinks best expresses the main idea of the selection.

After having read or listened to a selection, the student must orally tell or write a sentence which describes the main idea of the selection.

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers

Film: 8mm Sound Loop:
"Guess Their Jobs No. 1, Deducing From Clues"
"Guess Their Jobs No. 2, Deducting from Clues",
The Learning Corporation of America.

District Resources

Suggested Activities: Grade(s) K-3

Title: News Flash
Group Size individual to large group
Materials: newspaper

Procedure(s):

. Cut articles from a newspaper and cut title from each article.
. Place the articles and titles in a large envelope with the following directions for students printed on the outside of the envelope:

Match the title with the correct story.

Variation: The titles may be omitted and students asked to write their own titles for each article.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student is able to infer the literal meanings from the author's figurative use of language.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 3

Title: On the Go
Group Size: small group, entire class
Materials: selected readings

Procedure(s):

- Read to the students or have them read:

  On the Go
  Here is a city school.
  There are so many things to do here.
  There is work to do.
  There are friends to see.
  And there are places to go.
  Boys and girls are on the go.
  And sometimes things are lost.
  Sometimes things like hats and gloves are lost.
  Books and lunches can be lost, too.
  So there is a place in school to find lost things.
  You can find hats and gloves and books and lunches there.
  Sometimes lost things are not there.
  Boys and girls are sad if lost things are not there.
  But boys and girls are not too sad.
  You see, there are so many things to do in a city school.
  Boys and girls are on the go.
- Ask the students if they think the children in the story are going places and doing things. In the light of this idea, have them discuss the title to decide what the words mean.
- Compare the phrase "on the go" with "on the table." Elicit that words sometimes don't mean exactly what they say - they suggest an idea instead.

Suggested Monitoring Procedures

Student reads a list of figurative expressions and matches them with literal phrases of the same meaning.

After having read a selection containing figurative language, the student responds to oral questioning by the teacher to indicate whether he/she understood the figurative expressions.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
. Suggest some other figurative expressions that you have heard the students use such as "neat as a pin" or "eat like a bird." Discuss the meanings of these expressions with the students. Help them see that we understand what the expressions mean even though they don't mean exactly what they are saying. . Continue along the following: raining cats and dogs raise the roof in hot water as easy as falling off a log take the bull by the horns		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOL PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student is able to make simple analogy from a selection read by self or others.

State Goal	1
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 3

Title:
Group Size: small group or entire class
Materials: fairy tales

Procedure(s):

- Have the students read fairy tales and fables and discuss. Talk about the moral of the story and how it relates to them.

Title:
Group Size: individual or entire class
Materials:

Procedure(s):

- Have students practice making analogies in order to pick them out of oral and silent readings.
- Have students pretend to be a tree. Describe what you look like, where are you growing? How old are you? How do feel now? How do the different seasons affect you? Tell about some of your experiences. What things and events have you witnessed? Tell about some of the things you think about.
- Have students pretend to be a can opener. Describe yourself. Where do you live? How do you live? How do you work? Tell about some of the experiences you have had.

Other Ideas for Similar Activities

A. Be a pebble on the school ground...
B. Be an egg beater...
C. Be a piece of paper in the school room...

Suggested Monitoring Procedures

Teacher questioning (oral or written response) sample question:

Ask each student to tell a situation in which he/she solved a problem the way early man solved the problem of telling time.

Possible Resources

Teacher's Manual - District Adopted Material

Did You Get to Carry the Flag Today, Charlie (library book)

Making Sense: Reading Comprehension Improved Through Categorizing, IRA, Newark, Delaware, 1971.

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
D. Be a chalkboard in the school room... E. Be a chair... F. Be a rolling pin.. G. Be a baseball... H. Be a rollerskate I. Be a snowflake J. Be a spoon K. Be a flat tire L. Be a Thanksgiving turkey...		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Evaluation

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. make judgments of worth, desirability, or acceptability of a character's actions from listening to or reading a selection.	269-	K-3					
. determine whether incidents, events, or characters are real or fanciful from listening to or reading a selection.	273-	1-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to make judgments of worth, desirability or acceptability of a character's actions from listening to or reading a selection.

State Goal	1, 4
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) K-1

Title: The Good Guys and the Bad Guys
Group Size: individual, small group
Materials: book, paper, pencil

Procedure(s):

- After having read, or having been read, a selection, have students list (orally for K) those characters deemed to be "good guys" and provide reasons for that choice. They should do the same for the "bad guys". For older students, the reasons could be listed on a worksheet with appropriate symbols for good and bad.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Reading With Riddles - A Series", Imperial Film Co., Inc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to make judgments of worth, desirability or acceptability of a character's actions from listening to or reading a selection.

State Goal	1, 4
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Deciding Which To Do
Group Size:
Materials:

Procedure(s):

- Two course of action are listed and the students are asked to tell which they would take and why. Example: Bobby was only a year old. He watched the children playing games in the next room. Suddenly he began to cry. Would you find out why he's crying, or would you rush to the telephone and call the doctor?

Note: Parts of stories in readers may be used. Through discussion of stories help students develop the skill of making judgments of worth, desirability or acceptability of a character's action.

Suggested Monitoring Procedures

Given a problem to solve and a list of choices to choose from, the student will be able to explain their choice of judgment.

The students will be able to comment on the acceptability of a character's actions in comparison with their own experiences, after listening to, or reading a selection.

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading, Selma E. Herr, Wm. C. Brown Company Publishers, copyright 1970.

Filmstrip: "Reading with Riddles - A Series", Imperial Film Co., Inc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		✓
		District Resources
516		517

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to determine whether incidents, events or characters are real or fanciful from listening to or reading a selection.

State Goal	1,4
District Goal	
Program Goal	6

Related Area(s) Language Arts - Literature

Suggested Activities: Grade(s) 1

Title:
Group Size: entire class
Materials: story or book

Procedure(s):

After listening to a story, have the students state two things that could be true about the story, and two things which could not be true.

Example: Listen to the story of Snow White and the Seven Dwarfs. State two things that could be true about it and two things that could not be true.

True	Not True
1. the kind woodsman	1. magical talking mirror
2. Snow White's feelings of fright and sadness when alone in the forest	2. seven dwarfs

Title:
Group Size: entire class
Materials: animal story

Procedure(s):

After listening to or reading an animal story in which the characters act like people, have the students identify those actions which are unrealistic for animals to perform.

Example: Identify the unrealistic actions of the animals in The Three Bears.

Answers:
1. Bears talking
2. Bears sleeping in beds
3. Bears sitting in chairs
4. Bears eating porridge from a bowl.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to determine whether incidents, events or characters are real or fanciful from listening to or reading a selection.

State Goal 1, 4
District Goal
Program Goal 6

Related Area(s) Language Arts

Suggested Activities: Grade(s) 2-3

Title: Fact or Fantasy
Group Size: small group, entire class
Materials: work sheets, paper, pencils

Procedure(s):

Read the following to the class, or put them on dittos for the students to read. Have the students discuss or write whether they are fact or fantasy, and give reasons why.

1. Johnny followed Bill into the space ship. There was no one else in the ship. The two boys blasted off and sailed into space with Bill at the controls. They landed on four stars and two planets but did not stay long on any of them. Late that night they returned to earth.
2. Although whales live in the ocean, they are not fish. They come to the surface and blow moist air from a hole on the tops of their heads. The whales look as if they have fountains of air escaping from their heads. After they breathe in some more air, they dive below the surface of the water again.

Extension Activity: The teacher may read a fiction and a nonfiction book to the class and then discuss the differences between them.

Title:
Group Size: individual
Materials: work sheet, books

Procedure(s):

Ditto a list of fiction and nonfiction books in the classroom. Have the student take the list and decide which books are fiction and which are nonfiction by using title, or by reading the book.

Suggested Monitoring Procedures

Ask the students what the difference is between fact and fiction.

When the students are given unknown sentences they will be able to distinguish between fact and fiction and label them as such.

Give a list of common book titles the students can tell whether the book is fact or fiction.

Possible Resources

Teacher's Manual - District Adopted Material

Reading Curriculum Guide Grade 1-12, Part 1, The Commonwealth of Massachusetts, Dept. of Education

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Appreciation

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. make an emotional response to content from listening to a selection read orally.	279	K-3					
. make an emotional response to content of a selection read by self.	279	K-3					
. identify with characters and incidents from listening to a selection read orally by another.	281	K-3					
. identify with characters and incidents from a selection read by self.	281	K-3					
. illustrate or describe mental pictures from listening to a selection read orally by another.	283	K-3					
. illustrate or describe mental pictures from a selection read by self.	283	K-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to make an emotional response to content from listening to a selection read orally. B. The student is able to make an emotional response to content of a selection read by self.

State Goal	1,4,5
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-3

Title:
Group Size: large group to individual
Materials: work sheet or chalkboard

Procedure(s):

- After a story has been read, the students may complete sentences by selecting words which pertain to each characters' reaction.
- The exercise may be duplicated or written on the board.

Example:
a) John felt ________.
(happy, sad, angry)
b) Mary felt ________.
(proud, embarrassed, sad)

Variation: Ask questions about the story which will elicit an emotional response.

Example:
a) What kind of a person do you think Julia was?
b) How did she feel about her father?
c) Why didn't she find pleasure in hearing the birds?
d) How would you have reacted if you had been Julia?

Suggested Monitoring Procedures

The teacher reads a selection to the student(s).

The student must respond to questions such as:

How do you think the main character feels about ________?

How do you feel about ________?

Does this story make you feel happy, sad, upset, excited, fearful, etc.?

What do you think the writer wanted to tell you?

After having read a selection, the student responds, either orally or by writing, to questions such as:

What part did you like best?

Was this a good story book for you?

What is the most interesting part of the story?

What characters did you like best?

Did you like this story (book) more or less than the last story (book)?

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrips: "Read and Talk About - A Series", "Read and Tell - A Series", Eye Gate House, Inc.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

501

502

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to identify with characters and incidents from listening to a story read orally by another. B. The student is able to identify with characters and incidents from a selection read by self.

State Goal	1,4,6
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities Grade(s) K-3

Title:
Group Size: small or large group
Materials: work sheet or chalkboard

Procedure(s):

- Questions similar to those listed below are asked about a story in the reader. These may then be duplicated or written on the chalkboard.

Example:

a. If you had been in Janes's place, what would you have done?
b. If you had seen the bear, what would you have done?

Expansion:

- Allow the students to relate experiences that have happened to them that are similar to those in the selection.
- Ask the students if they have ever known anyone like the character in the story.

Suggested Monitoring Procedures

After the selection is read, the student will answer questions such as:

How are you like the (main character)?

How are you different from the (main character)?

Would you have done the same things he did?

Do you think he made the right decision? (choice, answer, etc.)

What would you have done next?

Have you ever had that happen to you?

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading by Selma E. Herr, Wm. C. Brown Co. Publishers, copyright 1961.

Phonotape: "Reading and Listening Between Lines", Educational Developmental Laboratories.

Audio-Cassette "Story Time Hour", Troll Associates.

Duplicating Master: "Retelling Favorite Stories", The Instructo Corporation.

District Resources

Suggested Activities: Grade(s) _______	**Suggested Monitoring Procedures**	Possible Resources
		District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to illustrate or describe mental pictures from listening to a selection read orally. B. The student is able to illustrate or describe mental picture from a selection read by self.

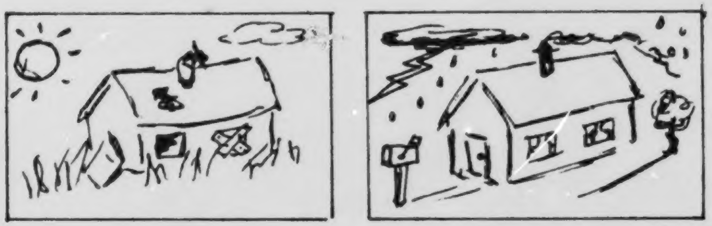
State Goal	1, 4
District Goal	
Program Goal	6

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-3

Title:
Group Size: large group to individual
Materials:

Procedure(s):
Have two pictures that are similar.



Read a sentence and ask the students to point to the picture which is most like the sentence.

A. It was a nice day outside.
B. No one had lived there for a long time.
C. Someone is living there now.
D. This house needs to be fixed.
E. This house is neat and tidy.

Variation(s):

- Have the students read the sentences.
- Teacher can make tape recording describing a lived in house and a run-down house. Students listen to the tape and draw pictures of each house.

Suggested Monitoring Procedures

Observe students (small group) pointing to correct picture.

Make group small enough to observe each student.

Observe the detail of students telling about experiences.

Observe students pantomiming sentences. Make group small enough to observe each student.

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Read and Tell, Pt. 2 - A Series", Universal Education and Visual Arts.

Filmstrip: "Reading With Riddles", Imperial Film Co., Inc.

District Resources

Suggested Activities: Grade(s) K-3

Title:
Group Size: large group to individual
Materials: chalkboard, chalk

Procedure(s):
- Write sentences on the chalkboard.
- Read or have the students read the sentences.
  - A. The old man walked across the street.
  - B. A little girl skipped to her mother's side.
  - C. A mean old wolf ate the whole thing.

Title:
Group Size: small group or entire class
Materials: paper, crayons

Procedure(s):
- Teacher reads a short portion of a selection containing much imagery.
- The students then illustrate what they "saw" mentally while listening to the selection.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SUBJECT: Reading

SPECIFIC AREA: Oral Reading, Silent Reading

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. silent reading always precedes oral reading.	289	1-3					
The student is able to:							
. read silently and respond to literal, interpretive and critical questions.		1-3					
. read silently at his/her independent level.	287	1-3					
. read orally with fluency to give meaning to a reading selection.	289	1-3					
. use expression appropriate to the selection when reading at his/her instructional level.	281	1-3					
. read orally at his/her instructional level to provide information.	293	1-3					
*. increase rate of reading and input of information.	295	1-3					
The student values:							
. reading, and will choose to read silently.	287	1-3					
. reading, and will choose to read orally for others.	297	1-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to read silently at his/her independent level. B. The student values reading and will choose to read silently.

Related Area(s)

State Goal	1,4,9,10
District Goal	
Program Goal	2, 3

Suggested Activities: Grade(s) 1-3

Title: S.S.R. (Sustained Silent Reading)
Group Size: entire class
Materials: student's choice of reading materials

Procedure(s):

- Allow time (approximately 15 minutes - less time at first) on a regular basis for students to select a book and enjoy silent reading.
- Provide an abundance of high interest reading materials in the classroom to insure that each student can choose from a variety of books at his/her independent reading level.
- Teacher also demonstrates that he/she values reading by participating in this activity.
  Extension: Provide a time for students (and teacher) to share books that they have especially enjoyed.

Title: Independent Reading
Group Size: individual or pairs
Materials: abundance of reading materials

Procedure(s):

- Have available in the classroom many high interest books. Students are allowed to read independently as interest and time permit.
- Provide an attractive area in which the only activity allowed is reading. Students may read in this area either individually or with a friend.

Suggested Monitoring Procedures

Teacher observes and records to see if the student reads silently.

- Student gives oral, visual, dramatic or written book report on materials read silently during independent reading.

Possible Resources

Teacher's Manual - District Adopted Material

Reading Is Only The Tiger's Tail, McCraken and McCraken.

Basal readers
All kinds of paperbacks
Library books
Book Club books
Special interest books
Supplementary readers
Children's magazines
Newspapers
Students' favorite books from home
Large pillows, child-size furniture, rug, stuffed chair or sofa

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
576		577

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows silent reading always precedes oral reading.

B. The student is able to read orally with fluency to give meaning to a reading selection.

State Goal	1,4,9,10
District Goal	
Program Goal	2, 3

Related Area(s) Reading and Language Arts - Punctuation

Suggested Activities: Grade(s) 1-3

Suggestions: (1) Give the students ample opportunnity to practice reading silently before they are required to read orally. (2) Provide help with any unknown vocabulary prior to the time when the student is required to read orally. (3) Have individual students read into a tape recorder and listen to selves so as to enable them to judge their own fluency.

Title:	Football Game in Oral Reading
Group Size:	four pupils, two on each team
Materials:	A football field is drawn on 26"x20" paper, including goal posts and a paper football 3" long.

Procedure(s):

Rules:

a. Five lines read without an error is the first down.
b. Each player may have one chance to recover the fumble (correct error) before losing the ball.
c. A team may keep the ball as long as its members are able to make first downs.
d. When one team loses the ball the other team must take over from its position on the field.
e. The ball must be read over the goal line for team touchdown.
f. A touchdown counts 6 points.
g. One sentence must read correctly for an additional point.
h. A team may be penalized five yards for unnecessary talking.

Suggested Monitoring Procedures

Teacher listens to a student read a selection orally to hear if student reads fluently enough to make the meaning clear.

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading, Herr, 1972.

Filmstrip: "Reading and Talk About - A Series", Eye Gate House, Inc.

Handbook in Corrective Reading: Basic Tasks, Ruth Gallant, Charles E. Merrill Publishing Co., Columbus, Ohio, 1970.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to use expression appropriate to the selection when reading at his/her instructional level.

State Goal	1, 4
District Goal	
Program Goal	2,3,4

Related Area(s) Reading and Language Arts - punctuation

Suggested Activities: Grade(s) 1-3

Title: Reading Before a Group
Group Size: small group, entire class
Materials: reading books

Procedure(s):

- After silent reading and discussion of a story, have the story read orally with various students reading the parts of the characters. Suggest to the students that each read the part the way he/she thinks the character would have said it.
- Assign a student as a narrator to read descriptions of setting action.

Title:
Group Size: small group, entire class
Materials: story book

Procedure(s):

- Teacher reads a short selection to the class as they follow along.
- Then discuss with the students the places you stopped and the changes in voice inflection as you read.
- Elicit the fact that question marks, periods, and commas are signals that tell us when to pause or change voice inflection as we read orally.
- Ask various students to read the selection.
- Have the other students decide whether or not the reader obeyed the signals.

Suggested Monitoring Procedures

Teacher listens to student read a selection orally to hear if the student uses appropriate expression.

Possible Resources

Teacher's Manual - District Adopted Material

Audio Cassette "Story Time Hour", Troll Associates.

Using Media in the Language Arts: A Source Book, Michael C. Flanigan and Robert S. Boone, 1977.

District Resources

Suggested Activities: Grade(s) 1-3

Suggested Monitoring Procedures

Possible Resources

Title: Share A Story
Group Size: small group, individual, or entire class
Materials: storybooks

Procedure(s):

- Student chooses a storybook that will be of interest to a younger grade level.
- Student prepares story for oral reading.
- Teacher schedules time with a younger class for student to read story orally.

Title:
Group Size: individual
Materials: tape recorder, reading selection

Procedure(s):

- Individual students read into a tape recorder and listen to themselves so as to enable them to judge their own enunciation and voice quality.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to read orally at his/her instructional level to provide information.

State Goal	1
District Goal	
Program Goal	2,3,4

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1-3

Title:
Group Size: small group, entire class
Materials: story or book

Procedure(s):

- Teacher reads, without inflection, excerpts of conversation from a story.
- Teacher asks whether the characters would have spoken differently and, if so, why and how?
- Student then reads the selection, using tone of voice to show how the characters felt when they spoken.

Title:
Group Size: small group, entire class
Materials: story or book

Procedure(s):

- Students read sentences in which they emphasize a different word each time.

Example: (1) This is my lunch.
(2) This is my lunch.
(3) What are you doing here?
(4) What are you doing here?

Extension: Students may compose their own sentences to read aloud.

Suggested Monitoring Procedures

Teacher and students listen while a student reads orally to class.

Teacher then asks questions to students based on the selection heard.

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Reading Child - How Do I Know What I know - A Series", BFA Educational Media.

District Resources

Suggested Activities: Grade(s) 1-3

Suggested Monitoring Procedures

Possible Resources

Title:
Group Size: small group, large group
Materials: all types of written materials

Procedure(s):

- Lead the students to recognize the necessity for different voice levels in oral reading by providing opportunities for them to read in small group situations, classroom situations and assembly situations.

Title:
Group Size: small group, entire class
Materials: all types of reading materials

Procedure(s):

- Call on various students to read a selection which is unfamiliar. Allow students time to silently read a new selection before being asked to read it aloud.
- Discuss with the students the differences in the two presentations. Elicit the fact that we do our best oral reading when we first read the materials, learn to pronounce unfamiliar words and are aware of important points and climaxes.

588

Teacher's Manual - District Adopted Material

District Resources

589

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to increase rate of reading and input of information.

State Goal

District Goal

Program Goal

Related Area(s)

Suggested Activities: Grade(s) 1-3

Title: Dramatic Replay
Group Size: individual, small group
Materials: reading book, puppets, props

Procedure(s):

- After having read a selection, the student is asked to dramatize the story by retelling it with puppets or acting it out. Rereading the story for more information may be necessary and helpful.

Title: Speedy Reader
Group Size: individual, small group
Materials: reading book, timer

Procedure(s):

- The teacher asks student(s) to read from a selection and stops them after designated time (2 minutes). The student marks the place where he/she stopped. Next time, the timer is set for 2 minutes, and the student strives to increase amount of material read.

500

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Filmstrip: "Reading Child - How Do I Know What I Know?", BFA Educational Media

Filmstrip: "Reading Comprehension: Basic Rules" from "The How to Grow Bookworms - A Series", Eye Gate House, Inc.

District Resources

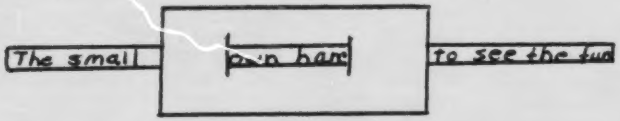
501

Suggested Activities: Grade(s) 1-3

Title: Reading Faster
Group Size: individual
Materials: tachistoscope (teacher-made)

Procedure(s):

- The student strives to increase his/her rate of speed by having sentence strips pulled through a tachistoscope at an ever-increasing rate of speed.



Suggestions to increase reading speed:

- regular practice
- read to aide, other children
- match-up reading with a better reader (2 children, one book)
- read into tape recorder, listen to yourself, reread selection
- drill to learn high-frequency words
- choose material slightly below reading instructional level, to practice speed

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student values reading and will choose to read orally for others.

State Goal	1,6,7,9
District Goal	
Program Goal	1,2,3,4

Related Area(s) Language Arts - Spelling, Creative Dramatics

Suggested Activities: Grade(s) 1-3

Title: Parallel Reading
Group Size: pairs
Materials: high interest reading books and stories

Procedure(s):

- Match students in pairs (best reader with least competent, next highest to second lowest, etc., and work toward the average readers).
- Have the students sit together and read orally from the same selection.
- The reading level of the selection should be appropriate for the low reader.
- The better reader sits slightly behind the lower reader and reads in the student's ear using his/her best expression and simultaneously running a pencil smoothly above the line of print.
- The better reader paces the slower reader being very careful not to go too slowly or too quickly.
- Do activity for no longer than five minutes per day and no longer than for a three month period.

Variation: Use older students or cross-age tutors.

Special Note: The teacher should demonstrate that he/she values reading by reading to the student on a daily basis.

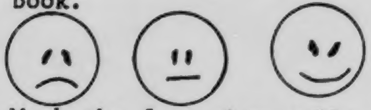
Small Group:

- Assign parts from a play (from reading series or other sources) and have the students read assigned parts.

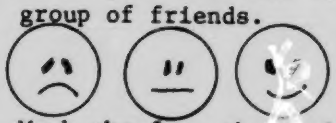
Suggested Monitoring Procedures

- Observation: does the student choose to read orally?
- Ask the student how he/she feels about reading orally.
- Conduct an attitude survey on oral reading. Sample statements might include:*

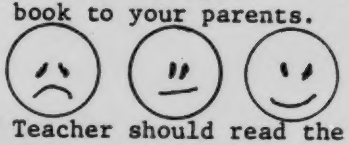
Mark the face that tells how you feel when your teacher asks you to read aloud from your reading book.



Mark the face that tells how you feel when you read a story to a friend or group of friends.



Mark the face that tells how you feel when you read a story from your reading book to your parents.



* Teacher should read the above questions to students.

Possible Resources

Teacher's Manual - District Adopted Material

Tales From the Four Winds, Crowded House, Bag of Fire, Fan-Kissen series of plays

Bill Martin, "Sounds" series

Library books

Supplementary readers

Filmstrip: "Read and Tell - A Series", Eye Gate House, Inc.

District Resources

594

595

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
. Encourage students to share a favorite story or book by reading to a small group. (This could be done by sign-up sheet or by putting the book in a special place such as a "reading" chair.) Allow time for this activity or could be student's choice during "free" time. . Use the tape recorder as an activity center to allow individuals to record stories, poetry, plays. . Encourage small group reading activities for choral reading, poetry, plays, responses. (Give students several experiences in choral reading before asking them to individually read orally.) . Set aside time regularly for students to choose to read to another person or to a group.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Following Directions

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. following directions or instructions, written or oral, usually increases ones accuracy and success in school work.							
The student is able to:							
. listen and follow an oral one step direction (one task).	301	K					
. listen and follow an oral two step direction.	303	K					
listen and follow an oral three or more step direction.	305	K-1					
. read and follow a one step direction.	307	1					
*. read and follow two step directions.	309	1-2					
*. read and follow three or more step directions.	311	2-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 500	ENVIRONMENTAL EDUCATION	OTHER ________________ 600

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to listen and follow an oral one step direction (one task).

State Goal	1, 7, 8
District Goal	
Program Goal	5

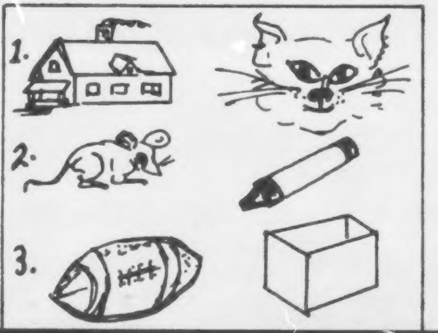
Related Area(s) Career Education

Suggested Activities: Grade(s) K

Title:
Group Size: entire class, small group
Materials: various objects in classroom

Procedure(s):

- A table filled with common identifiable objects is presented to the students.
  Examples: pencils, erasers, balls, etc.
- The teacher asks each student to retrieve a certain item, i.e., "John, bring me the ball."
  Variation: Put the ball in the box. Place the eraser next to the chalk. Put the spoon beside the fork, etc. (use positional terms).
  Extension: Use a work sheet filled with common pictures.
- Example: dogs, cat, mouse, etc.
- Students use pencils to mark animal or object which the teacher names. The teacher gives oral directions, one at a time.
  - Put circle around the cat.
  - Put an "X" on the crayon.
  - Put a box around the mouse.
- The directions could be taped and used at a listening center.



Suggested Monitoring Procedures

Individually, observe each student as he/she follows the directions.

Keep a record of each time the student correctly follows a direction given by the teacher.

Example:

- Put on your coats.
- Please sit down.
- Put the toys away
- Line up at the door.

Possible Resources

Teacher's Manual - District Adopted Material

Using Media in the Language Arts: A Source Book, Flanigan and Boone, F. E. Peacock Publishers, Inc., Itasca, Ill.

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
Title: Matchbox Game **Group Size:** small group **Materials:** one drawer-type, small matchbox for each child, buttons		Teacher's Manual - District Adopted Material

Procedure(s):

- Students follow oral directions given by the teacher.
  "Put button under the box."
  "Put button on the top of the box."
  "Put button in the box drawer."

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to listen and follow an oral two step direction.

State Goal	1,7,8
District Goal	
Program Goal	5

Related Area(s) Career Education

Suggested Activities: Grade(s) K

Title:
Group Size: small or large group
Materials:

Procedure(s):

- The students are divided into two equal teams.
- A box is set up thirty yards from the students.
- The teacher gives each student, one by one, a two step direction.
  Example: "John, run to the box and hop back. Kathy, skip to the box and walk back."
- On returning from the box, the student tags the next person in line, then walks to the end of the line. This is continued until all have completed the exercise.
- The first team to complete the exercise wins.

Title:
Group Size: individual
Materials: work sheet, crayons

Procedure(s):

- Use a work sheet filled with pictures of common animals.
- Give each student a set of crayons with each primary color.
- The teacher gives an oral two step direction using these materials.
  Example: "Color the cat brown, color the dog blue."

Suggested Monitoring Procedures

Observe each student as he/she follows the direction.

Keep a checklist of students' names so that when observing the students you can mark off who has completed an oral two step direction.

Possible Resources

Teacher's Manual - District Adopted Material

Treasury of Teaching Activities for Elementary Language Arts, R. Thompson, Parker Publishing Company, Inc., West Nyack, N. Y., 1975

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

607

608

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to listen and follow an oral three step direction.

State Goal	1,7,8
District Goal	
Program Goal	5

Related Area(s) Career Education

Suggested Activities: Grade(s) K-1

Title:
Group Size: large group, small group, pairs, individual
Materials: beads in three colors

Procedure(s):

- Have the students take a handful of three colors of beads. Each student has a string.
- Tell them to "thread a red bead, two blue beads and three green beads." The colors are optional and the order and number of beads are the teacher's choice.

Title:
Group Size: individual
Materials: paper, crayons

Procedure(s):

- Give each student a piece of paper and crayons.
- The following directions are given to each student:
"Make one ball. Make it big. Color it red," or
"Draw two cars. Make one big. Make one small."

Title:
Group Size: individual
Materials: work sheet, crayons

Procedure(s):

- Exercises are duplicated using words found in the reader. Oral directions: (1) "Put X's on the names of animals. (2) "Draw circles around the things that grow." (3) "Underline words beginning with the letter 'C.'"

609

Suggested Monitoring Procedures

Observe students as they follow directions. Keep a record as they are able to do the task.

Possible Resources

Teacher's Manual - District Adopted Material

Using Media in the Language Arts: A Source Book, Flanigan and Boone, F. E. Peacock Publishers, Inc., Itasca, Ill.

District Resources

610

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
611		District Resources 612

Suggested Objective Placement 1

Student Learning Objective(s) The student is able to read and follow a one step direction.

State Goal 1,7,8

District Goal

Program Goal 2

Related Area(s) Career Education

Suggested Activities: Grade(s) 1

Title:

Group Size: large group, small group, pairs, individual

Materials:

Procedure(s):

- Have simple one step directions written on slips of paper.
  - a. Go to the back of the room.
  - b. Raise your right hand.
  - c. Pick up a book.
- Put the slips of paper in a box. The students choose a slip of paper from the box and follow the directions.

Variation: Make a game of this activity. Put students into teams - 6 or 7 students to a team.

- Give each team a set of the same directions written one to each slip of paper.
- For each team, put the slips with directions into a container.
- Have students line up into teams. The first person in line draws a direction and follows it. Upon completion of the direction the second team member draws a slip and follows the direction.
- This continues until all members have participated.
- The first team to have all members complete a direction is the winning team.

613

Suggested Monitoring Procedures

Observe students' ability to follow a one step direction.

Keep a record of the students' ability from daily work on workbook, dittos.

Possible Resources

Teacher's Manual - District Adopted Material

Peabody Language Kits

District Resources

614

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHO PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) The student is able to read and follow two step directions.

State Goal	1,7,8
District Goal	
Program Goal	2

Related Area(s) Career Education

Suggested Activities: Grade(s) 1-2

Title: Read and Do
Group Size: large group, small group
Materials: box, slips of paper

Procedure(s):

- On slips of paper, write sentences that give simple two step directions.
- Place the slips in a box and have each student draw one.
- After all the students have had time to read and think about the directions, have each one get up and follow the direction.
- Other students may try to guess what is printed on the slip. If they cannot guess, the student following the direction may give hints. Example sentences: (1) Be a police officer - chase a car and write a ticket. (2) Be a rabbit - hop around and eat a carrot.

Title:
Group Size: large or small group
Materials: construction paper, variety of objects, tagboard

Procedure(s):

- The teacher will place different colors of construction paper or a variety of objects on the chalk tray. Instructions for what to do with the construction paper or objects are printed on tagboard.

Suggested Monitoring Procedures

Individually, observe student's ability to follow two step direction.

Keep a record of student's ability to follow two step written directions in his/her daily work, i.e., workbooks, dittos, etc.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 1-2	Suggested Monitoring Procedures	Possible Resources
. The teacher holds up the tagboard and the students read the instructions to themselves. As soon as a student feels he/she can follow the directions without looking at the written directions, he/she raises his/her hand. . Teacher calls on student to follow directions. Example: Put the red construction paper in your left hand. Put the blue construction paper on the floor by your right foot. . While the student is following the directions, the rest of the class is checking with the tagboard chart to make certain the student follows the directions exactly.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to read and follow three or more step directions.

State Goal	1,7,8
District Goal	
Program Goal	2

Related Area(s) Career Education

Suggested Activities: Grade(s) 2-3

Title:

Group Size: large group, small group

Materials: box, slips of paper with directions

Procedure(s):

- On slips of paper, write sentences that give simple three step directions.
- Place the slips in a box and have each student draw one.
- After all the students have had time to read and think about the directions, have each one get up and follow the directions.
- Other students may try to guess what is printed on the slip. If they cannot guess, the student following the direction may give hints.
  Example: (1) Be a police officer; chase a car; and write a ticket. (2) Be a rabbit; hop around; and eat a carrot. (3) Start a lawn mower; mow the lawn; and rake the grass.
- The other students guess what each student pantomimes. Parts of a story may be used for pantomiming.

Suggested Monitoring Procedures

Individually, observe the students as they follow directions.

Keep a record on each student's ability to read and correctly follow the directions in workbooks and work sheets.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 2-3

Title:
Group Size: individual
Materials: pencil, work sheet

Procedure(s):

- Exercises are duplicated, using words found in the reader.
- Directions are printed on paper advising students to: (1) Put lines under the things you eat. (2) Put X's over the playthings. (3) Draw circles around the animals.

Suggested Monitoring Procedures

Individually, observe the students as they follow the directions.

Keep a record on each student's ability to read and correctly follow the directions in workbooks and work sheets.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Alphabetizing and Dictionary Skills

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
*. the alphabetical order of the letters.	315-	K-1					
. lists of names are usually arranged in alphabetical order.	327-	1-3					
. information contained in a telephone book, dictionary and encyclopedia is listed in alphabetical order.	327-	1-4					
*. guide words in a dictionary indicate the first and last words on the page.	333	2-4					
. the dictionary is divided approximately in half between the letters M and N.	331	2-3					
The student is able to:							
*. alphabetize words by their first letter.	319-	1					
*. alphabetize words by their second letter.	323	2					
*. alphabetize words by their third letter.	325	3					
*. alphabetize words by their fourth letter.	325	3-4					
*. use guide words in a dictionary to locate words for correct spelling and meaning.	333	3-4					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student knows the alphabetical order of letters.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title: Clothes Pin Activities
Group Size: individual or small group
Materials: 52 wooden clothes pins, 26 capital letters, 26 lower case letters, clothes line, picture cards, can or box to hold supplies

Procedure(s):

- Arrange letters in alphabetical order on line.
- Match capital and lower case letters (side by side).

  Variation: (for big sounds) clip pictures whose name begins with letter sounds to appropriate clothespin.

Title: Washing the Elephant
Group Size: small group
Materials: chalkboard, chalk, eraser

Procedure(s):

- Draw an elephant on the board - print letters of the alphabet all over the elephant.
- The students take turns, and in alphabetical order, erase the letters and wash the elephant clean.

Title:
Group Size: entire class
Materials: letter cards, pins

Procedure(s):

- Assign a letter of the alphabet to each student (or fasten the letter on the student).
- Have them arrange themselves in alphabetical order around the room.

Suggested Monitoring Procedures

Teacher observation of students performing activities pertaining to alphabetical order.

Teacher formally tests the student:
Can the student say the alphabet in order?
Can the student write the letters in alphabetical order?
Given a set of alphabet cards, can the student arrange the letters in alphabetical order?

Possible Resources

Teacher's Manual - District Adopted Material

Reading Activities for Child Involvement, Evelyn B. Spache, Allyn and Bacon, 1972.

Extra! 13, Nancy Johnson Rucker, McMillan, 1975.

Record: "ABC's", Recorded Auditory Materials

District Resources

Suggested Activities: Grade(s) K-1

Title: Stepping Stones
Group Size: individual
Materials: letters made out of heavy paper, rubber or plastic

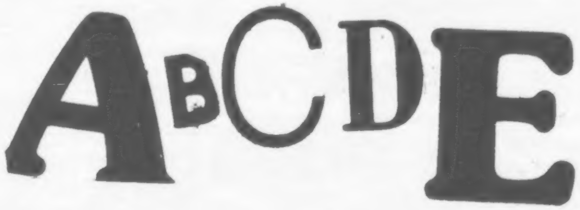
Procedure(s):

- Arrange alphabet letters in order.
- Have students walk from one letter to the other in alphabetical order.
- Have students say the name of the letter as he/she moves from letter to letter.

Title: Newspaper Activity
Group Size: individual or small group
Materials: newspapers, paste, scissors

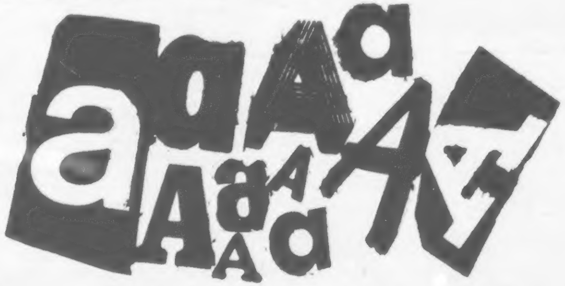
Procedure(s):

- Have students (individually) cut letters from the newspaper and put them in alphabetical order.



Variations:

Have small groups of students work together to find as many different types of the same letter (each group having a different letter). Arrange the letters into a collage and put the various collages in alphabetical order on a bulletin board or wall.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student knows the alphabetical order of letters.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title: Alphabet Rhythm
Group Size: large or small group
Materials: none

Procedure(s):

- Students sit in a circle.
- They follow this pattern:
  slap, slap (hit hands twice)
  clap, clap (clap hands twice)
  snap, snap (snap fingers, first on left hand, then on right hand)
- At the "snap, snap" the first player says the first two letters of the alphabet.
- The student sitting on his/her right then says the next two letters of the alphabet at the "snap, snap.

Example: First Player: "slap, slap, clap, clap,
A, B"
Second Player: "slap, slap, clap, clap,
C, D"

- If a student misses the rhythm or fails to call the correct letters, he/she is out of the game.
- Students continue until they reach the end of the alphabet.

632

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

633

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student is able to alphabetize words by their first letter.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts, Science - classifying

Suggested Activities: Grade(s) 1

Title: Alphabet Maze
Group Size: independent or small group
Materials: game board or ditto sheet

Procedure(s):

- Game board consists of a maze with one main path and many dead-end alternates. The main path has words in alphabetical order and the dead-end roads have words out of order.
- A sheet asks the student to list all the words he/she passed on the way to the finish.

Example: Game board could be a forest with city at the edge. If student reaches the city, he/she went in ABC order. The words listed by students who reach the city should be listed alphabetically.

Title: Alphabet Soup
Group Size: large group
Materials: chart, work sheets, etc.

Procedure(s):

- Make a chart or work sheet on which each letter of the alphabet is printed with space provided for a word to be completed.
- Decide on a topic to be used as the title for the page and have students write (or say) a word for the topic beginning with each letter of the alphabet.

Variation: To provide extra interest, have work sheets made in keeping with a theme: Halloween - apples, bats, cats, dark, eerie, fun. Have words mixed up. Students arrange in alphabetical order.

Suggested Monitoring Procedures

Teacher observation of students performing activities pertaining to alphabetical order.

Teacher formally tests the student:

1) Can student write words in alphabetical order?
2) Can student arrange words in alphabetical order?

Possible Resources

Teacher's Manual - District Adopted Material

Kids' Stuff, Reading and Language Experiences, Primary, Imogene Forte, Joy MacKenzie, Incentive Publications, 1969.

Learning Activities for Reading, Selma E. Herr, W.M.C. Brown Publishing Company

Film: "Alphabet", National Film Board of Canada

District Resources

Suggested Activities: Grade(s) 1

Title: I Went to London
Group Size: large or small group
Materials: none

Procedure(s):

- . First player starts: "I went to London and saw an 'apple'."
- . The second player repeats this and adds a word beginning with a "b". Example: "I went to London and saw an apple and a bear."
- . The third player must repeat what the second player said and add a word beginning with a "c".
- . This procedure continues until the end of the alphabet is reached.
- . If a player cannot remember what was said, he/she must drop out of the game.

Variation:

- . Have several groups of students.
- . Each group must identify objects for only certain letters of the alphabet, i.e., group one has letters A-F, group two has letters, G-L, etc.
- . This makes the game simpler and also doesn't take as long to play because group members need to remember only objects for letters in their group.
- . As above, if player cannot remember what was said, he/she must drop out of the game.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Classroom Reading Games Activities Kit, Jerry J. Mallett, The Center for Applied Research in Education, Inc., 1975.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student is able to alphabetize words by their first letter.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts, Science - classifying

Suggested Activities: Grade(s) 1

Title: Alphabet Book
Group Size: large group (up to 26)
Materials: drawing paper, crayons

Procedure(s):

. The teacher prints one letter of the alphabet on each of 26 papers and distributes them to the group.

. Each student illustrates his/her page(s) with several objects beginning with that letter (or letters if student does more than one page).

. When the 26 pages are completed, the students arrange them in alphabetical order.

. When completed, a cover is added and the book is fastened together. The book can be displayed and available for other activities.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student is able to alphabetize words by their second letter.

State Goal	1, 10
District Goal	
Program Goal	5, 7

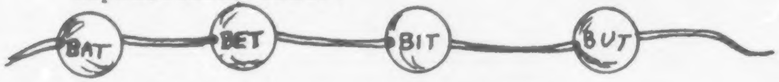
Related Area(s) Language Arts, Science - classifying

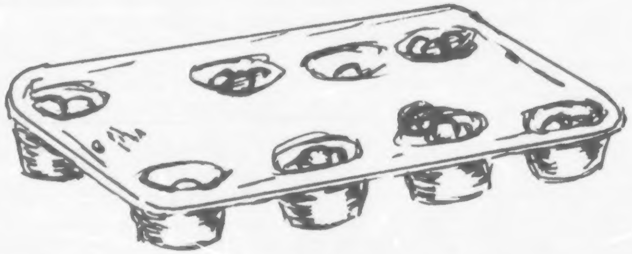
Suggested Activities: Grade(s) 2

Title:
Group Size: large group, small group, pairs of students, inviduals
Materials: beads, yarn, felt pens, box

Procedure(s):

- Write words on beads of various sizes and colors.
- A muffin tin or divided box may be used as the "jewelry box."
- Children use yarn or string to string beads in alphabetical order.

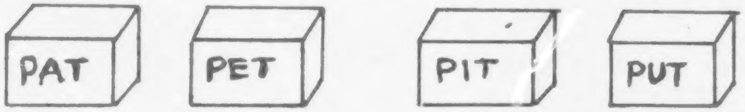




Title: Alphabetizing Blocks
Group Size: small groups, pairs of students, individuals
Materials: blocks

Procedure(s):

- Tape words and letters on small blocks.
- Students arrange word blocks in alphabetical sequence.



Suggested Monitoring Procedures

Teacher observation of students performing activities pertaining to alphabetical order.

Teacher formally tests the student:

1) Can student write words in alphabetical order?
2) Can student arrange words in alphabetical order?

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading by Selma E. Herr, Wm. C. Brown Co. Publishers, copyright 1971.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

616

617

Suggested Objective Placement 3-4

Student Learning Objective(s) A. The student is able to alphabetize words by their third letter.

B. The student is able to alphabetize words by their fourth letter.

State Goal	1, 10
District Goal	
Program Goal	5, 7

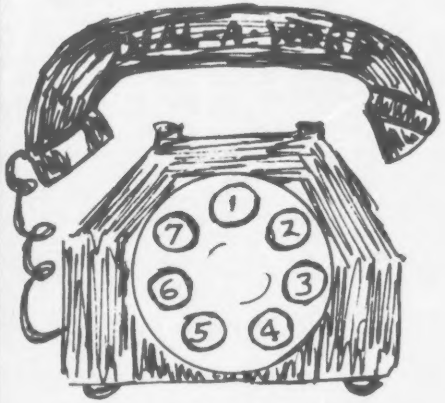
Related Area(s) Language Arts, Science - classifying

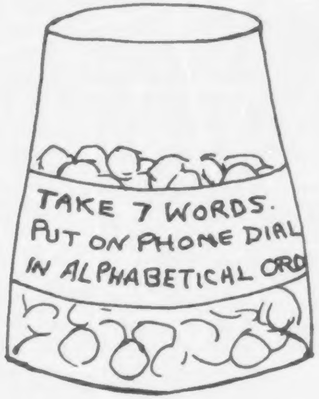
Suggested Activities: Grade(s) 3

Title: Dial-A-Word
Group Size: individual, pair or small group
Materials: cardboard, felt pens, etc.

Procedure(s):

- Draw telephones on heavy cardboard.
- Write words on paper circles and put them in a container.
- The students draw seven words from the container and arrange them in alphabetical order around the finger holes on phone. The first student to alphabetize the words correctly is the winner.





Suggested Monitoring Procedures

Teacher observation of students performing activities pertaining to alphabetical order.

Teacher formally tests the student:

1) Can student write words in alphabetical order?
2) Can student arrange words in alphabetical order by the third letter?

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) 3

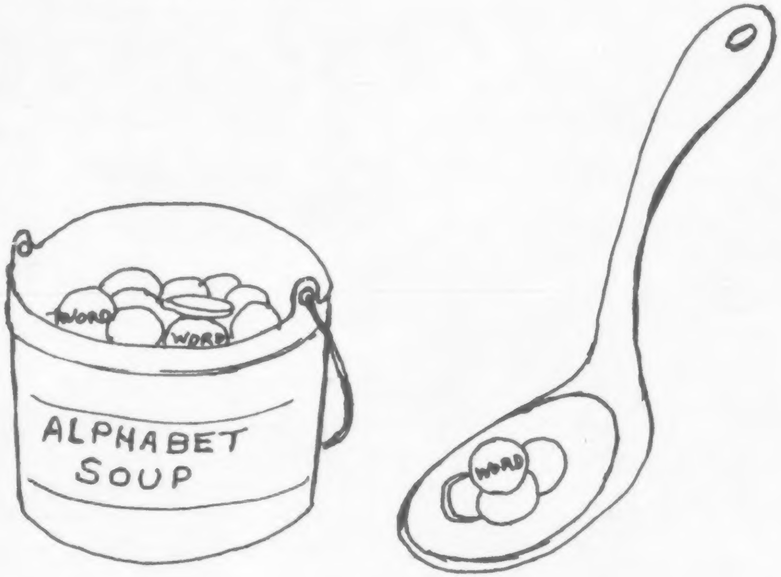
Title:

Group Size: small groups, pairs, individuals

Materials:

Procedure(s):

- Write words on paper circles or squares and place them in a cooking pot.
- Children ladle out words and arrange them in alphabetical order.



Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 1 - 3

Student Learning Objective(s) A. The student knows lists of names are usually arranged in alphabetical order. B. The student knows information contained in a telephone book, dictionary and encyclopedia is listed in alphabetical order.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts, Science - classifying

Suggested Activities: Grade(s) 1

Title: Alphabetizing Names
Group Size: entire class
Materials: chalkboard, chalk

Procedure(s):

- Teacher explains to students that lists of names of people are usually arranged in alphabetical order by the last name.
- Teacher writes a capital A on the board. The students whose last names begin with A are asked to write their names under the letter.
- The activity continues through the letters of the alphabet.

Title: Class Routines
Group Size: total group
Materials:

Procedure(s):

- Use daily classroom activities to reinforce alphabetizing names:
  - a. attendance sheet
  - b. lunch & milk sign-up sheet
  - c. room jobs
  - d. P.E. equipment check out
  - e. charts

Title:
Group Size: small or large group
Materials: pictionary

Procedure(s):

- Each child has a pictionary. Show picture of object in pictionary.
- Elicit beginning sound and letter of object.

Suggested Monitoring Procedures

- Given a list of names the student will be able to locate (or insert) a specific name in correct alphabetical order.
- Observe student ability to locate words in pictionary.

Possible Resources

Teacher's Manual - District Adopted Material

Pictionaries
Dictionary
Old telephone directories

Pyramid Primary Dictionary Series, Amy Brown, John Downing, John Sceats, Pyramid Publications, 1971.

District Resources

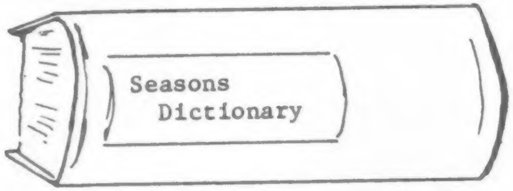
Suggested Activities: Grade(s) 1

- Locate letter in alphabet.
- Locate picture and name in pictionary.
  Variation: Use pictionary to find animal names. List names of animals in alphabetical order and page on which they are found in pictionary.

Title:	Class Dictionary
Group Size:	entire class (at different times)
Materials:	9x12 paper, crayons or felt pens, ring fasteners

Procedure(s):

- Write new words learned in class science or social studies at the bottom of a 9x12 sheet of paper.
- Ask a child to illustrate each word in the space above it.
- Sheets relating to a given unit may be fastened together with rings after they have been arranged in alphabetical order according to the words appearing on them, illustrated, and a tagboard cover added.
- These large, simplified dictionaries could be made containing words related to seasons, holidays, current events, etc.



winter
spring
fall
hot
cold
rain-rainy
leaf
cloudy
weather
umbrella
sun-sunny
bare
lightning
hibernate
storm
snow
autumn
wind-windy

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Objective Placement 1-4

Student Learning Objective(s) A. The student knows that lists of names are usually arranged in alphabetical order. B. The student knows that information contained in a telephone book, dictionary and encyclopedia is listed in alphabetical order.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts - Spelling, Reading - Syllabication, Science, Social Studies

Suggested Activities: Grade(s) 2-4

Title:
Group Size: individual or total class
Materials:

Procedure(s):

- Use daily classroom activities to reinforce alphabetizing names, by first, second letters of last name. Use activities such as: a. attendence sheet, b. room jobs, c. P.E. equipment checkout, d. charts.

Title: Telephone Book Search
Group Size: small group, individual
Materials: telephone books

Procedure(s):

- Have several telephone books available. The student will locate his/her own telephone number and that of friends and relatives.
- To prepare for a field trip or to invite in a resource person, ask the student to locate telephone numbers and make calls for arrangements related to planned activity.

Title: Dictionary Use
Group Size: entire class
Materials: paper, crayons, etc.

Procedure(s):

- Discuss with the students what they consider to be beautiful things in their environment.
- Help the students to understand that objects such as trees, flowers, birds, animals, sunsets, clouds, snow and bodies of water are naturally occurring beauties while objects of art, musical instruments, toys and similar objects are man-made.

656

Suggested Monitoring Procedures

Teacher observations of students performing activities related to alphabetical order.

Ask the student what sort of things are listed in alphabetical order.

Student is able to locate his/ her parents' name in telephone book.

Possible Resources

Teacher's Manual - District Adopted Material

Dictionaries
Telephone Directories
Encyclopedias

District Resources

657

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
. Have the class make a dictionary by stapling sheets of paper together and listing the sequence of letters in the alphabet at the top of each page. . Select a letter, ask the students to sit with eyes closed for a few minutes and think of something beautiful that begins with that letter. . Have students write those words on the correct page of their dictionary. . As a continuance of this science oriented activity, invite students to explain what, if anything, they can do to maintain or create some of these beautiful things. Note: Use junior dictionaries to locate spelling words for syllabication and accent. Use encyclopedia to locate information about key words introduced in science and social studies.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows the dictionary is divided approximately between the letters M and N.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: First or Last
Group Size: individual
Materials: word list, dictionary, paper

Procedure(s):
- The student is given a list of words. After initial instruction, he/she is asked to write first or last after each word, designating in which part of the dictionary each word can be found.

Title: Open to the Right Page
Group Size: large or small group
Materials: dictionaries

Procedure(s):
- Teacher dictates a word. The students try to open the dictionary as close to the correct page as possible in one try.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
682		
		District Resources
		683

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-4

Student Learning Objective(s) A. The student knows that guide words in a dictionary indicate the first and last words on the page. B. The student is able to use guide words to locate words for correct spelling and meaning.

State Goal 1, 10
District Goal
Program Goal 5, 7

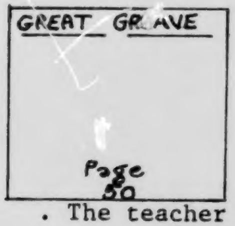
Related Area(s) Language Arts, Science - classifying

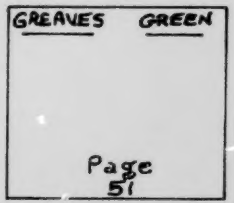
Suggested Activities: Grade(s) 2-4

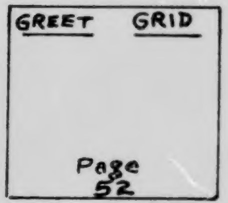
Title: Guide Word Fun
Group Size: two teams
Materials:

Procedure(s):

- Teacher puts mock illustrations of several dictionary pages with guide words on the board:







- The teacher pronounces words (example: greet, Greek, grey, etc.).
- The first player of team one looks at the guide words on the board and says the page number on which he/she thinks the word would be found. If the student is correct he/she scores a point for the team.
- The teacher then pronounces a word to the first player of team two.
- The team with the most points wins.

Suggested Monitoring Procedures

The teacher asks the student what the guide words indicate.

At board or on a work sheet the teacher will place two guide words. Below the guide words are a list of words. Some can be found on the page, some before and some after the page. The student circles the words that would be found on the page.

Lye	Mad
luxury	magnify
[✓ lynch]	magic
[✓ lyric]	[✓ macaroni]
[✓ machine]	mail

page 25

Possible Resources

Teacher's Manual - District Adopted Material

Jr. Dictionaries

Pyramid Primary Dictionary Series, Amy Brown, John Downing, John Sceats, Pyramid Publications, 1971.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Parts of a Book

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
*. the title is the name of a book or story.	337	K-1					
. pictures on the cover or in the book relate to the story or stories in the book.	339	K-1					
*. the author is the person who wrote the book or story.	341	1-2					
. the illustrator is the person who drew the pictures in the book or story.	343	2-3					
*. a table of contents is located in the front of the book and identifies the beginning page of each chapter or story.	347	2-3					
. publisher is the person or company who (that) publishes printed material.	345	2-4					
. title page is located in the front of the book and identifies the author, illustrator and publisher.	349	2-4					
*. an index is located at the end of the book and lists alphabetically main words, concepts and names of persons or places mentioned in the book and the pages on which they appear.	351	3-4					
The student is able to:							
. use the table of contents to locate the beginning page of a chapter or story in a book.	347	2-3					
. use the index to locate concepts, main words, and names of persons or places appearing in the book.	351	3-4					
The student values:							
. books and takes proper care of them by not (1) marking the pages, (2) folding the corners, and (3) bending the cover so the binding cracks.		K-12					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student knows the title is the name of a book or story.

State Goal 1, 10

District Goal

Program Goal 5, 7

Related Area(s) Language Arts - Capitalization

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
Title: **Group Size:** entire class, small group **Materials:** books, work sheets **Procedure(s):** . Have the class discuss titles of their reading stories - most titles are directly connected with the whole story and not just one part. . Ditto a list of five story titles that are either boring, too long, or ambiguous. . Have the class rename or rewrite them. This is a good time to teach correct capitalization in titles.	Ask the student, "What is a title?" Ask the student what the name of a book is called.	Teacher's Manual - District Adopted Material **District Resources**

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
673		674

Suggested Objective Placement K-1

Student Learning Objective(s) The student knows pictures on the cover or in the book relate to the story or stories in the book.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title:
Group Size: small group, entire class
Materials: books, magazine pictures, flannel board

Procedure(s):

- The teacher collects a group of pictures and puts them side by side in a chalk tray.
- The teacher then reads a story and asks the student to pick out the picture that goes with the story.

Variation(s):

- Mount interesting pictures on squares of tagboard. Write a sentence or short story about each picture on separate pieces of tagboard. Paste scraps of flannel or sandpaper on the back of each of these cards. Place all pictures on the flannel board, then have the students read the stories and place the correct one under each picture.

- Have the students write their own stories and draw pictures for a front cover and for illustrations within the story.

Students can dictate a story to the teacher.

Suggested Monitoring Procedures

Observe students drawing pictures which relate to story they are writing. Ask students to pick out picture which goes with story. Have students look at a picture and tell what a story is about.

Ask the students what the picture has to do with the story.

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-1

Student Learning Objective(s) The student knows the author is the person who wrote the book or story.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title:
Group Size:
Materials: books, paper, etc.

Procedure(s):
- Explain to students that the author is the person who wrote the book. The author's name is often found on the front cover of the book and on the title page inside.
- Place a group of books on a table with numbers labeled on each book.
- Have the students number their papers according to the numbers of the books and list the author's name next to the corresponding number.

Title: Original Stories
Group Size: entire class
Materials: paper, tagboard, etc.

Procedure(s):
- Have the students write and illustrate their own stories.
- Put them in book form with a front and back cover of heavy construction paper.
- Have them list their name as the author.

Title: Writing Letters to Authors
Group Size: individual or entire class
Materials: paper, envelopes, list of authors' names and addresses

Procedure(s):
- Obtain from school librarian or other source lists of well known children's books authors.

Suggested Monitoring Procedures

Ask the student what the name of person who wrote the book is called.

Ask the student, "Who is an author?"

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading by Selma E. Herr, Wm. C. Brown Co. Publisher, copyright 1971.

District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
. Have each child select an author and correspond with him/her about a story or book written by the author. . Post authors' responses on bulletin board.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student knows that the illustrator is the person who drew the pictures for the book or story.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Art, Language Arts

Suggested Activities: Grade(s) 2-3

Title: Book Illustrators
Group Size: entire class
Materials:

Procedure(s):

- Explain to the students that the illustrator is the person who drew pictures in the book. The illustrator's name is often found on the front cover of the book with the author's name on the title page.
- Set a group of picture books on a table with numbers labeled on each book.
- Have the students number their pages according to the numbers of books and list the illustrator's name next to the corresponding number.
- Discuss the importance of illustrations for understanding particular stories.

Title:
Group Size: entire class
Materials: paper, tagboard, crayons, etc.

Procedure(s):

- Have the students write and illustrate their own stories.
- Put them in book form with a front and back cover of heavy white construction paper.
- Have them list their name as author and illustrator.

Suggested Monitoring Procedures

Ask the student what the person who draws the pictures in the book is called.

Ask the student to explain, "Who is an illustrator?"

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading by Selma E. Herr, Wm. C. Brown Co. Publishers, copyright 1971.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 2-4

Student Learning Objective(s) The student knows the publisher is the person or company who (that) publishes printed material.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s)

Suggested Activities: Grade(s) 2-4	Suggested Monitoring Procedures	Possible Resources
Title Publishers **Group Size:** large group **Materials:** books **Procedure(s):** . The teacher explains to the group what a publisher is, and what a publisher does. The students practice locating publishers names on the title page of a book.		Teacher's Manual - District Adopted Material

District Resources

687

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources
689		690

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows that a table of contents is located in the front of the book and identifies the beginning pages of each chapter or story. B. The student is able to use the table of contents to locate the beginning page of a chapter or story in a book.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 2-3

Title: Can You Find It?
Group Size: entire class, small group
Materials: books, work sheets, etc.

Procedure(s):

- The table of contents of the book the students are using can be the basis of questions similar to those below. A similar exercise may be devised for each book.

Example: Table of Contents

The Spotted Dog..................pg.	3
The Robin's Nest.................	7
The First Bluebird...............	13
The Little Black Pig.............	18
The Red Automobile...............	22, etc.

1. On what page will you find a story about a dog? ____________
2. On what page will you find a story about a pig? ____________
3. On what page will you find a story about a bird? ____________
4. On what page will you find a story about a car? ____________

The table of contents of reading books used by the class will provide material for this activity.

Directions to students: Use the table of contents and write the page number of each unit in this book.

1. Something about Indians ____________.
2. Something about homes ____________.
3. Something about travel ____________.

Suggested Monitoring Procedures

Ask the students to locate the Table of Contents in an unknown book. Ask them to identify the chapters and their beginning pages.

Given a chapter, the student will be able to find it in the book.

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities for Reading by Selma E. Herr, Wm. C. Brown Co. Publishers, copyright 1971.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-4

Student Learning Objective(s) The title page is located in the front of the book and identifies the author, illustrator and publisher.

State Goal 1, 10

District Goal

Program Goal 5, 7

Related Area(s)

Suggested Activities: Grade(s) 2-4

Title: Title Page Information
Group Size: small, large group
Materials: selection of books

Procedure(s):

- Have students open a book to the title page and locate the names of the author, illustrator and publisher. This can be done with several different books following a lesson and discussion about what part each person/company plays in the development of a book.

Variations:

- Have the students locate and list several books published by a specific company.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3-4

Student Learning Objective(s) A. The student knows that an index is located at the end of the book and lists alphabetically main words, concepts, and names of persons or places mentioned in the book and the pages on which they appear. B. The student is able to use the index to locate concepts, main words, and names of persons or places appearing in the book.

State Goal	1, 10
District Goal	
Program Goal	5, 7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 3-4

Title:
Group Size: entire class, small group, individual
Materials: books, paper, etc.

Procedure(s):

- **Directions to students:**
  Open your books and look at the index at the back of the book. The words in the index are called key words. The page numbers following the key words tell you on what pages you can find information about this particular topic. These key words help you find the information quickly. Choose five key words from the index and list the page(s) where the key words are found in the book. Look up key words and write two facts or concepts about the key word.

Title: Making An Index
Group Size: individual, small group or entire class
Materials: stories

Procedure(s):

- Students are given a story to read and a list of concepts, main words, and names of persons and places mentioned in the story.
- The students are to arrange the list in index form, alphabetically and write corresponding page numbers where they may be found - thus making an index for the story read.

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Suggested Monitoring Procedures

Ask the student where the index is located in a book and what it contains.

Given an unknown book, the student is able to locate the index and use it to locate concepts, main words and names of persons or places appearing in the book. Student lists persons or places and page numbers where they are found in the book.

Possible Resources

Teacher's Manual - District Adopted Material

Learning Activities by Selma E. Herr, Wm. C. Brown Company Publishers, copyright 1971.

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
701		District Resources
		702

SMALL SCHOOLS PROJECT

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Parts of a Newspaper, Production and Distribution of a Newspaper

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the newspaper is facts, opinions and pictures about his/her community and the world.	355	K-3					
. there are many kinds of information in the newspaper that affect his/her life, i.e., TV guide, sports, weather, advertising, comics, games.	355	K-3					
. people work at many different jobs to produce and distribute the newspaper.	365	K-3					
. the advertising in the newspaper provides people with knowledge about products, prices and services available in the community.	369	2-3					
. newspapers are published on a periodic basis, i.e., daily, weekly, biweekly.	371	2-3					
. the headline tells the story in the briefest possible way.	375	1-3					
. the body of the story tells the story in detail.	375	1-3					
. the size of the headline is related to the article's importance.	381	2-3					
. the placement of an article in the newspaper is related to its importance.	381	2-3					
The student is able to:							
. identify the headline and the body of a story.	373	1-3					
. identify pictures and captions.	377	1-3					
. use the index to locate different parts of the newspaper.	363	2-3					
. determine the importance of news by its size and placement.	381	2-3					
The student values:							
. the newspaper for providing many jobs for people in the community.	365	K-3					
. the role of the newspaper as a vehicle for presenting the news.	355	K-3					
. the role of the newspaper as a market place.	369	1-3					
. the role of the newspaper as a voice in the community.	371	2-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 704	ENVIRONMENTAL EDUCATION	OTHER ____________ 705

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the newspaper is facts, opinions and pictures about his/her community and the world. B. The student knows there are many kinds of information in the newspaper that affect his/her life, i.e., TV guide, sports, weather, advertising, comics, games. C. The student values the role of the newspaper as a vehicle for presenting the news.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s) Social Studies, Language Arts

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
Title: **Group Size:** entire class **Materials:** newspaper (Suggestion: choose a Monday or Friday newspaper as generally they are smaller in size.) **Procedure(s):** . Bring the newspaper to class and discuss the following questions: 1. Do you know anyone who reads the newspaper? 2. Why do you think your mother reads the newspaper? 3. Why do you think your father reads the newspaper? 4. Why do you think your teacher reads the newspaper? 5. What does the newspaper tell people? 6. Who writes the newspaper? (a lot of people) . Lead into: - Would you like to look at the newspaper? - What would you look for in the newspaper? (comics, TV guide, weather, date) . Have students look in newspaper for specific sections. . Make a newspaper collage or bulletin board with articles, pictures, headlines, etc. which students brought from home. . This activity make take several days to complete as students become familiar with different sections of newspaper.	In small groups make experience charts about the newspaper. Title the chart stories: "The Newspaper Tells Us..." or "The Newspaper Is..."	Teacher's Manual - District Adopted Material Newspapers **District Resources**

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
Extension: Request students to look at the newspaper at home with other members of the family. Follow up with class discussion the next day. Have students bring from home one thing they found in the newspaper to share with class members.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the newspaper is facts, opinions and pictures about his/her community and the world. B. The student knows there are many kinds of information in the newspaper that affect his/her life, i.e., TV guide, sports, weather, advertising, comics, games. C. The student values the role of the newspaper as a vehicle for presenting the news.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s) Social Studies, Language Arts

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: newspaper (Suggestion: choose a Monday or Friday newspaper as generally they are smaller in size.)

Procedure(s):

- Bring the newspaper to class and discuss the following questions:
  1. Do you know anyone who reads the newspaper?
  2. Why do you think your mother reads the newspaper?
  3. Why do you think your father reads the newspaper?
  4. Why do you think your teacher reads the newspaper?
  5. What does the newspaper tell people?
  6. Who writes the newspaper? (a lot of people)
- Lead into:
  - Would you like to look at the newspaper?
  - What would you look for in the newspaper? (comics, TV guide, weather, date)
- Have students look in newspaper for specific sections.
- Make a newspaper collage or bulletin board with articles, pictures, headlines, etc. which students brought from home.
- This activity make take several days to complete as students become familiar with different sections of newspaper.

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Suggested Monitoring Procedures

Draw a picture which goes with the newspaper article discussed and read by class with teacher guidance.

In small groups make experience charts about the newspaper. Title the chart stories: "The Newspaper Tells Us..." or "The Newspaper Is..."

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers

District Resources

711

Suggested Activities: Grade(s) 2-3

Extension: Request students to look at the newspaper at home with other members of the family. Follow up with class discussion the next day. Have students bring from home one thing they found in the newspaper to share with class members.

Title: Finding News Stories
Group Size: entire class
Materials: newspaper, paper, crayon

Procedure(s):

- After students have discussed what is in the newspaper and who reads the newspaper, turn to a specific page such as the sports page. Pick out an interesting or significant word in the headline.
- Ask the students if they know what the word means and have them tell what they think is in the article.
- Read students part of the article.

Variation: Find a news picture (not comic or advertisement) in the paper and have students write a story (2 or 3 sentences) about the picture.

Title: Classifying Stories by Setting
Group Size: individual, pairs or small group
Materials: newspapers, scissors, paste, butcher paper

Procedure(s):

- Divide butcher paper into 3 or 4 sections and label them "Our Town," "Our State," "Our Country," "Our World," etc.
- Have students cut articles and pictures from newspaper and place in correct category.

Title: Opinion Awareness
Group Size: entire group
Materials: newspaper

Procedure(s):

- Teacher points out that opinions are expressed in different parts of the newspaper, i.e., editorials, letters, advice columns.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the newspaper is facts, opinions and pictures about his/her community and the world. B. The student knows there are many kinds of information in the newspaper that affect his/her life, i.e., TV guide, sports, weather, advertising, comics, games. C. The student values the role of the newspaper as a vehicle for presenting the news.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s) Social Studies, Language Arts

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Extension(s): • Have students write a Dear Abby letter about a concern. • Teacher should send Abby the letters. (Class should receive acknowledgement from Abby.) • Write a letter to an editor as a group (any size). • State opinions about concerns (school, environment, community). • Suggest solutions to concern, i.e., if many students' bicycles had been stolen at the swimming pool, a solution may be to have more police surveillance. If there is much litter in a community, student might suggest that all kids be let out of school for a day to help clean up.		Teacher's Manual - District Adopted Material Newspapers
		District Resources
714		715

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
716		717

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows there are many kinds of information in the newspaper that affect his/her life, i.e., TV guide, sports, weather, advertising, comics, games.

B. The student values the role of the newspaper as a vehicle for presenting the news.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s) Language Arts

Suggested Activities: Grade(s) K-1

Title: Newspaper Booklet
Group Size: individual
Materials:
- newspaper for each student
- booklet for each student containing 8-10 plain sheets of paper with stapled construction paper cover (front and back)
- scissors, paste, pencil

Procedure(s):
- Each day discuss a different section (sports, comics, TV guide, etc.) of the newspaper and the kind of information found in that section.
- Write a sentence on the board about the section studied and have students copy the sentence in their newspaper booklet.
- Have the students cut from the newspaper an example of the kind of information in that section.
- Have students paste this part of the newspaper on the page in their booklet telling about that information.
- Some examples might include:
  - The newspaper tells us about things we can buy. (Have students copy this on a page in their booklet and paste on some pictures of display ads found in the newspaper).
  - The newspaper tells us what is on T.V. and radio. Locate TV or radio guide and cut and paste it on the page.
  - The newspaper tells us about things happening in our community (state, country or world). Locate a news story and possible picture. Cut and paste them to the page.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers

District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
- The newspaper tells us about the weather. Locate the weather report and cut and paste it to the page. - The newspaper tells us about the sports people play. Locate sports section. Cut and paste a sports article and/or scores to the page. . Continue each day with this activity until you have covered all sections of the newspaper which you feel are important for students to know.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows there are many kinds of information in the newspaper that affect his/her life, i.e., TV guide, sports, weather, advertising, comics, games. B. The student is able to use the index to locate different parts of the newspaper. C. The student values the role of the newspaper as a vehicle for persenting the news.

State Goal	1,10
District Goal	
Program Goal	1.2.7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 2-3

Title: Newspaper Booklet
Group Size: individual
Materials:
- newspaper for each student
- booklet for each student containing 10-15 sheets of paper with construction paper stapled to cover front and back

Procedure(s):
- Each day discuss different kinds of information (sports, comics, TV guide, etc.) found in the newspaper.
- Have students write a sentence or two using the index to locate the specific information discussed on a page in their newspaper booklet.
- Then have students cut from the newspaper an example of the kind of information found in that section.
- Have the students paste the cut out part of the newspaper on the page in their booklet.
- An example of a page from a student booklet might look like the following.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers

District Resources

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
. Then have students cut and paste the TV guide from the newspaper.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows people work at many different jobs to produce and distribute the newspaper. B. The student values the newspaper for providing many jobs for people in the community.

State Goal	1,8,10
District Goal	
Program Goal	1,2,7

Related Area(s) Career Education, Social Studies

Suggested Activities: Grade(s) K-1

Title: Delivery Person
Group Size: individual
Materials: newspaper

Procedure(s):

- Discuss with students the role of the:
  - photographer
  - reporter
  - editor
  - cartoonist
  - delivery person
- Each day that students work with newspapers appoint 2 or 3 students to distribute the newspaper to class members.
- Discuss with students the importance of the job performed by newspaper delivery boys and girls.

  Extension: Invite an older student who delivers newspapers to tell about his/her job to your class.

Title: Role Playing
Group Size: individual
Materials: hats with labels (reporter, photographer, editor), pads of paper, pencil

Procedure(s):

- Practice with the class some of the kinds of questions class reporters would ask students, i.e., "Where do you live?" "Do you have any brothers or sisters?" "Do you have a pet?"
- Teacher wears editor's hat and appoints students to be photographers or reporters. (Precede activity with a discussion that reporters gather information by asking questions and that photographers take pictures.)

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers

District Resources

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
. Students pretend to be reporters. They wear reporter hats and ask students questions. They pretend to write answer on note pads. . Photographers pretend to snap pictures of people, things, etc. If photographers want, they may actually draw pictures of things they snapped. . At first the teacher is the editor, but once students understand that the editor is in charge, one student at a time may be appointed editor by the teacher. The student editor may appoint photographers and reporters.		Teacher's Manual - District Adopted Material
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows people work at many different jobs to produce and distribute the newspaper. B. The student values the newspaper for providing many jobs for people in the community.

State Goal	1,8,10
District Goal	
Program Goal	1,2,7

Related Area(s) Career Education, Social Studies

Suggested Activities: Grade(s) 2-3

Discuss with students the role of photographer, reporter, editor, delivery person, cartoonist, pressman, truckman, ad department, wire editor, publisher.

Title:
Group Size: entire class
Materials: paper, pencil, crayons, assorted hats with labels (editor, reporter, photographer)

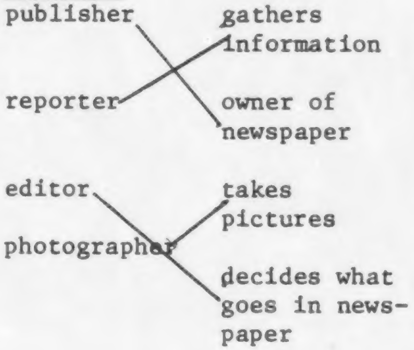
Procedure(s):

- Discuss the role(s) of editor (boss), reporter (gathers information) and photographer (takes pictures) with the students.
- Tell students that they are going to make a class newspaper. Divide the class into thirds. Some people will be photographers, others reporters and others will be interviewed. The teacher is the editor and appoints students to the job of reporter or photographer or interviewee.
- Reporters and photographers work in pairs.
- Students who are reporters must interview other students asking questions such as:
  How old are you?
  Do you have any brothers or sisters?
- Photographers pretend to take picture of person interviewed. Actually photographer draws pictures of the person interviewed.
- The reporter and photograher put the story and picture together.

Suggested Monitoring Procedures

Given a list of newspaper jobs and job descriptions, have students match job description with title.

Examples:



Possible Resources

Teacher's Manual - District Adopted Material

Check with local newspaper for filmstrips or slides describing different jobs of people in newspaper.

If local newspaper has press which can be seen from outside, plan a walking trip past the newspaper office to watch the press roll.

District Resources

Suggested Activities: Grade(s) 2-3

- Give the newspaper a name, location and date, i.e., Classroom Chronicle, Room 1 - Sultan Elementary School, Sept. 25, 1976.
- All stories and pictures are placed together into a newspaper.
- Continue this activity for three days or until each student has an opportunity to be a reporter, photographer and interviewee.

Title: Delivery Person
Group Size: individual
Material: newspapers

Procedure(s):

- Each day that students work with newspapers appoint 2 or 3 students to distribute the newspaper to class members.
- Discuss with students the importance of the job performed by newspaper delivery boys and girls.
  Extension: Invite an older student who delivers the paper to tell about his/her job to your class.

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOO[illegible] PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows the advertising in the newspaper provides people with knowledge about products, prices and services available in the community. B. The student values the role of the newspaper as a market place.

State Goal 1,10
District Goal
Program Goal 1,2,7

Related Area(s) Math, Language Arts

Suggested Activities: Grade(s) 2-3

Title: Shopping Spree
Group Size: individual or entire class
Materials: scissors, paste, newspapers

Procedure(s):

- Have the students go on a shopping spree: choose holiday presents for each member of your family. Choose something especially for them that each one would like.
- Cut out the picture and the price.
- Label who it is for.
- Arrange these on a piece of construction paper.

Extension(s):

- Write a gift card for each present.
- Pretend you are going shopping for some new clothes. You may buy 10 new things to wear. Cut out the 10 items you would buy. Paste them on a silhouette of you.
- Shop for everyone in your class. Cut out a gift for everyone. Paste it on colored paper. Write the name of the recipient on the back of the colored paper. Give each class member his/her present.

Extension: Let each person write a thank you note for his/her present. He/she may use some of the descriptive words in his/her ad as part of the thank you note.

Title: Comparative Shopping
Group Size: individual or small group

Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - Adopted Material

Newspapers

District Resources

Suggested Activities: Grade(s) 2-3

Materials: pencil, paper, newspapers (Wednesday or Thursday are the days the daily papers run ads, usually.)

Procedure(s):

- . Look at the grocery ads in the newspaper.
- . Find five items that are avaiable at more than one store.
- . Compare prices. What is the lowest price? What is the difference? Be sure you have chosen comparable sizes.

Title: Writing Classified Ads
Group Size: individual
Materials: newspaper, pencil, paper

Procedure(s):

- . Look in the classified ads.
- . Read the "lost and found" ads.
- . Write an ad for a "lost dog" or an ad to give away kittens for free.
- . Look at the "house for sale" ads.
- . Write an ad for your house.
- . Look in the "help wanted" ads.
- . Find a job you would like.
- . Tell the class about it.

Suggested Monitoring Procedures

Riddle

- . Find something for sale in the newspaper.
- . Write a riddle using some of the words in your ad.
- . The rest of the group may look through the newspaper.
- . Then guess the answer.

Example: I am round.
I am feet for a car.
You need 5 of me. What am I?

Possible Resources

Teacher's Manual - District Adopted Material

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows newspapers are published on a periodic basis, i.e., daily, weekly, biweekly. B. The student values the role of the newspaper as a voice in the community.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s) Social Studies, Language Arts

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Group Size: entire class Materials: many different newspapers Procedure(s): . Discussion - Have students bring different newspapers from home to display to class concerning types of papers printed, i.e., house organs, trade journals, high school papers, stamp news, foreign news papers, weeklies, dailies, bimonthlies. . Have students compare how often these are published.		Teacher's Manual - District Adopted Material Newspapers: . house organs . trade journals . high school papers . stamp news . foreign . weeklies . dailies . bimonthlies
		District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to identify the headline and the body of the story.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
Title: **Group Size:** entire class **Materials:** newspaper **Procedure(s):** Teacher discussion: . Pick out headlines - bigger blacker print - tells the story - "title." . Point out body of story smaller lighter print.		Teacher's Manual - District Adopted Material Newspapers
		District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student knows that the headline tells the story in the briefest possible way. B. The student knows that the body of the story tells the story in detail. C. The student is able to identify the headline of the story.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 2-3

Title: Writing Headlines
Group Size: entire class
Materials: pencil, paper, newspaper

Procedure(s):

- Discussion - A headline tells a story briefly in very few words. A good headline does two things:
  It summarizes the story.
  It encourages us to read the story.
  Headlines don't have to be written in sentences. Usually headlines are limited to a certain number of letters determined by size of headline letters and width of the story.
- Read many headlines together until children seem to pick up style.
- Write headlines instead of titles for nursery rhymes or fairy tales.

  Examples:
  "Hunter Saves Girl From Wolf"
  "Bo Peep Loses Sheep"
  "Lost Slipper Traced to Working Girl"
  "Bone Gone"

- The body must be written in sentences. The body is written in inverted pyramid style. This means the most important facts are used at the beginning of the story and less important details appear as the story continues. The facts are given so you can understand the basic story without reading the end if you don't want to.
- Discussion - The story is written in smaller print with the most important facts first.

Suggested Monitoring Procedures

Read aloud headlines and titles of stories. Then read the first sentence of newspaper stories. Ask group to identify which is being read.

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to identify pictures and captions.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 1

Title: Writing Captions
Group Size: entire class
Materials: newspaper, scissors, paste, pencil

Procedure(s):

- Discussion - The short story under a picture is called a caption. (A one line identification is called a "cutline.") Captions tell what is happening in the picture.
- Have several pictures without captions cut out for each student.
- Student pastes picture on lined paper and writes one sentence on paper about the picture.

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Suggested Monitoring Procedures

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to identify pictures and captions.

State Goal	1,10
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 2-3

Title: Writing Captions
Group Size: entire class
Materials: newspaper, scissors, paste, pencil

Procedure(s):

- Discussion - The short story under a picture is called a caption. (A one line identification is called a "cutline.") Captions tell what is happening in the picture.
- Have several pictures without captions cut out for each student.
- Student pastes picture on lined paper and writes one sentence on paper about the picture.
- After a caption is written on the paper, pass it along to another student who writes another caption. Then a third.
- Read all three captions then compare with the original printed caption.

Suggested Monitoring Procedures

Describe a scene from a fairy tale. Ask students to write a caption for the picture you have described.

Example: Describe the Three Bears' discovery of Goldilocks in Baby Bear's bed or describe the witch in Hansel and Gretel when she was found by the Sheriff in the oven.

Possible Resources

Teacher's Manual - District Adopted Material

Newspapers

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

State Goal	1,10
District Goal	
Program Goal	1,2,7

Student Learning Objective(s) A. The student knows that the size of a headline is related to the article's importance. B. The student knows that the placement of an article in the newspaper is related to its importance. C. The student is able to determine the importance of the news by its size and placement. D. The student values the role of the newspaper as a voice in the community.

Related Area(s) Language Arts

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Discussion: . The lead article--most important of the day--has the blackest headline on the front page and is usually in the upper right hand quadrant. . The most important articles are on the front page. The articles become decreasingly less important as you turn into the paper. . The sports section is written the same way except sometimes sport news is so important is makes it to the front page. . A headline's size also tells importance. . The blacker the print, the more eye-catching. Some newspapers use large headlines. Some go for a smaller style but all have many sizes to help the reader determine the news value of each article.		Teacher's Manual - District Adopted Material Several different newspapers with distinct type styles. **District Resources**

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
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SUBJECT: Reading

SPECIFIC AREA: Study Skills: Library

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. how books are catalogued within their school library, in order to select books appropriate to interest and reading level.	385	1-2					
. the types of books to be found in the library, i.e., fiction, nonfiction, reference, periodicals.	387	2-3					
The student is able to:							
The student values:							
. the library as a source for learning and pleasure.	385	1-3					

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A. The student values the library as a source of learning and for pleasure. B. The student knows how books are catalogued within their school library in order to select a book appropriate to interest and reading level.

State Goal	1,4,10
District Goal	
Program Goal	1,5,7

Related Area(s) Language Arts - Literature

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
Title: Trip to Library Group Size: entire class Materials: books Procedure(s): . Make a trip to the school library. . The teacher or school librarian discusses with the students the location of books within their library so the students will be able to find books appropriate to their interest and level of reading ability.	Teacher observation to see if students can find in the library the books in which they are interested. When a new student arrives have a class member take the new student and show him/her the parts of the library and where he/she could find books appropriate to his/her reading level.	Teacher's Manual - District Adopted Material Your own school library Film: "And Something More", Washington State Film Library Film: "A First Film on Our Library". Order #10168, BFA Educational Media. Audio Cassette: "Getting to Know the Library", Troll Associates. District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student values the library as a source of learning and for pleasure. B. The student knows the types of books to be found in a library, i.e., fiction, nonfiction, reference, periodicals.

State Goal 1,4,10
District Goal
Program Goal 1,5,7

Related Area(s) Language Arts - literature

Suggested Activities: Grade(s) 2-3

Title:
Group Size: entire class
Materials: childrens' books

Procedure(s):

- Write the word "fiction" and "nonfiction" on the board and read them to the students. Establish the definitions of these words, perhaps by using the synonyms fantasy and fact.
- Point out that in most libraries, all the fiction books are found in one area and all the nonfiction books in another, and nonfiction books are numbered.
- Tell the students that you are going to read a list of imaginary book titles. Ask them to listen carefully and see if they can find a clue as to which group each book would fit.
- The following titles could be used: Peter Rabbit, A Trip to Fairyland, Taking Good Care of Yourself, Michael Mouse on Television, Growing Plants, The Elf's Secret.
- After reading each title, have a student tell whether it is fiction or nonfiction and the reasons why he/she thinks that way.

- Extension: Have the school librarian explain to the students where the reference books and periodicals are located. Also, explain to them what reference books and periodicals are and how they are used.

Suggested Monitoring Procedures

On following visits to the library have the students show the teacher where the fiction section is. Continue in asking the location of nonfiction books, reference books and periodicals.

Possible Resources

Teacher's Manual - District Adopted Materials

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
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